

Al Jamiah Al Islamiyyah

Independent school inspection report

DCSF registration number	350/6017
Unique Reference Number (URN)	130285
URN for registered childcare and social care	SC 009423
Inspection number	344437
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Reporting inspector	Mohammad Ismail
Social care inspector	Lynn O'Driscoll

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A¹ of the Education Act 2002, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of boarding provision was carried out under the Care Standards Act 2000³ having regard to the national minimum standards for boarding schools or residential special 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.

Information about the school

Al Jamiah Al Islamiyyah is a Muslim boarding school in the Deane area of Bolton registered with the Department for Children, Schools and Families for boys aged 11–21 years. At present, there are 273 male students on roll aged 11–23 years, 89 students are above compulsory school age and 145 students are boarders. There are no students with special educational needs and/or difficulties. The school has identified 24 students who use English as an additional language. The school was established in 1992 as a registered charity. The school offers secondary and further education as well as advanced Islamic education. The school aims to prepare its students to become imams and religious teachers. The school states that 'it is the aim of the institute to make available the various resources and expertise to nurture the humanity to attain the true sense of peace, as was intended by the Almighty.' The school was inspected last in May 2007. The school had its last care inspection in July 2008. This was the schools' first joint inspection for education and care.

Evaluation of the school

Al Jamiah Al Islamiyyah effectively meets its aims. The overall quality of education is satisfactory for the age range of students on roll. The school's provision for spiritual, moral, social and cultural development is good. The students' behaviour is good. The quality of teaching and assessment is satisfactory and the students make satisfactory progress. The provision for welfare, health and safety of pupils is inadequate. While the school meets most of the requirements for safeguarding and there are safer recruitment and child protection policies in place, not all staff have received basic

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

³ www.opsi.gov.uk/acts/acts2000/ukpga_20000014_en_1

training in safeguarding. The school's boarding provision is also inadequate. The school has failed to make significant improvement since the last inspection and still fails to meet a significant number of the regulations required for its continued registration.

Quality of education

The overall quality of education is satisfactory. The curriculum is satisfactory. The school has appropriately adapted the Islamic and secular curriculum to meet the needs of its students. There is a curriculum policy, which sets out clear objectives for learning. However, the policy is not implemented fully. The school's curriculum for its Islamic studies is good. The school has effectively adapted ders-e-nezami, programme, which includes Qura'nic studies, hadith (the tradition of the prophet) and related subjects. The provision is enhanced with Urdu, Arabic and Islamic history. The school for its secular education has appropriately adapted Key Stage 3 and Key Stage 4 schemes of work for subjects of the National Curriculum. These include English, mathematics, science and information and communication technology (ICT). This covers almost half of the available curriculum time. Provision for physical education (PE) is limited to only one session per week. The scheme of work for humanities includes art, citizenship, history and geography although there is no time scale or other detail to show how this scheme of work is implemented effectively. Personal, social and health education is provided within Islamic studies in accordance with the school's ethos.

There is very limited provision for extra-curricular activities in the evening. The school's evening activities link its boarding and education provision. Boarders effectively use their evening time to do homework supported by teachers and care staff. Students who use English as an additional language and low attaining students are provided with extra help. The school provides opportunities for students to help in school and become prefects. Students also lead prayers and deliver sermons in the community. Post 16 students are offered opportunities to progress into further education by taking A Levels at Preston College although this is supported by very limited opportunities for careers advice. There are sufficient resources to meet the needs of students. There are enough computers, which are effectively used by the students. The science laboratory is used occasionally.

The quality of teaching and assessment is satisfactory with some good teaching in Islamic studies. As a result, students make satisfactory progress. The results of school tests taken every six weeks show all students including those who are low attaining or have English as an additional language are making satisfactory progress. Teachers and students relationships are good, which contributes to the effectiveness of the learning opportunities for all students. Students understand their commitment as trainee imams and religious teachers. Most teachers effectively plan their lessons. In good lessons teachers involve their students in the learning process through

different activities and make learning enjoyable. They plan lessons that are matched to students' attainment levels. In satisfactory lessons, teachers miss opportunities to involve students in group activities, for example, in debate and discussion. Most lessons were satisfactory although some were good.

There is an effective assessment policy in place which is satisfactorily implemented. There are annual examinations in addition to the formal tests every six weeks, the results of which are used by teachers to plan lessons. In most subjects, teachers help students to understand what they have achieved and how to move forward in their learning. On occasions, however, there is not enough guidance. Students are happy and satisfied with their progress. The school's records of formal assessment results show GCSEs examination results have improved since the last inspection. Pupils' progress in Qura'nic memorisation and recitation is good.

Spiritual, moral, social and cultural development of students

Provision for students' spiritual, moral, social and cultural development is good and prepares them well for their future economic well-being and the opportunity to go into further education. Students' make a good contribution to the community in different ways. For example, via the student council, which contributes to the running of the community, or during the month of Ramadan when Muslims fast, and students are delegated to different places to lead and conduct special prayer sessions. The students warmly greet each other and their teachers. They are respectful and assertive; their behaviour is good; they help each other and overall, as a result, enjoy school. Students express their affiliation to their school and faith. They take part in different events, sporting activities and competitions. They effectively learn about other faiths and cultures and about British institutions in their citizenship, religious education and English lessons. The school makes sure that through its spiritual, moral, social and cultural programme students are informed well about tolerance in society and respect for others. Care staff contribute effectively to this aspect and to broader areas of students' personal development. There is an effective school assembly programme through which students learn to respect the law. The school has good links with the wider community and local institutions which provide students with positive interaction with others. Students attend regular daily prayers and they have the opportunity to conduct and lead the prayer sessions in turns. This practice reflects well on their spiritual, moral and future development as imams and religious scholars. The attendance is good.

Welfare, health and safety of the students

The school's provision for welfare, health and safety of its students is inadequate. Students, however, say they feel safe and they are well. There is an anti-bullying policy in place which is implemented effectively. Students know who to talk to in case of bullying. There is a safeguarding policy in place and school has a designated

and trained child protection officer. However, school staff are not given basic training in safeguarding and the school's child protection officer and a trustee were not named in the policy. The behaviour policy sets out the sanctions to be applied in case any students misbehave. However, sanction records were not available for inspection. Whilst the school has a policy relating to the health and safety of students on activities outside the school, the record for recent visits shows that the policy is not implemented. The school has carried out health and safety risk assessments, however, some actions identified in the assessment were not addressed. A copy of the schools' fire risk assessment was not available although records prove that fire alarms are tested regularly and evacuation exercises were undertaken but some fire extinguishers in the school area are outdated. There is a satisfactorily implemented first aid policy. The school's admission and attendance registers do not meet the regulation. The school fails to meet the requirements of the Disability Discrimination Act (2002). A small number of areas of concern related to students' welfare, health and safety, and which the school should address, are explained within the effectiveness of boarding provision below.

Suitability of the proprietor and staff

The school has a detailed recruitment policy in place to carry out relevant checks for all staff, proprietors and volunteers. However, this policy is not always effectively implemented. For example, the required references are not always acquired and in some cases references cannot be regarded as being independent. The school has a single central register, which meets the regulation. There were a small number of concerns identified related to recruitment of boarding provision staff which the school should address. These are explained in the section on the effectiveness of boarding provision below.

School's premises and accommodation

The school is accommodated in a large building that has undergone significant improvements since the last inspection. Overall, it enables effective learning. There are sufficient classrooms and toilets with washroom areas. The newly extended prayer hall is used effectively for functions and classes. The school is in good decorative order. There are three ICT rooms which are used regularly and a science laboratory which students use occasionally. The school has a large play area, part covered in turf, and a cricket pitch which meet students' needs. Some classes are held in temporary buildings. Food cooked in the kitchen is served to students in the dining hall. However, the school failed to evidence that the kitchen facilities have been inspected by the local authority or provide any certificate of food hygiene. There were some areas of concern identified in the boarding accommodation which the school should address. These are explained in the section on the effectiveness of boarding provision below.

Provision of information for parents, carers and others

The school provides the required information to parents, carers and others through an up-to-date prospectus. However, the school does not make clear to parents that it will provide information about its academic performance during the preceding school year, including the results of any public examinations. There is no detail of the number of complaints registered under the formal procedure during the preceding school year. The school has an effective policy to report to parents, carers and others annually.

Procedures for handling complaints

The procedures for handling complaints are ineffective. These do not include appropriate provision for the constitution of a complaints panel, or that the panel can make findings and recommendations. The procedures, also, do not allow that written records are kept of all complaints or that the documentation should be kept confidential. The complaints procedure does not comply with the national minimum standards for boarding schools. The school reports that no formal complaints were made during the last 12 months.

Effectiveness of the boarding provision

The overall quality of boarding is inadequate. Ten recommendations were made at the last inspection on 23 June 2008, but not all have been satisfactorily addressed. Some improvements have been made to the first aid and medical arrangements, but there is not signed parental consent for every boarder and the system of stock control is still not sufficiently robust. More information is now held on boarders in respect to their health and safety, but sanction records are not satisfactorily maintained to show they are fair and proportionate to the particular misdemeanour.

Although boarders acknowledge that meals have improved, the majority say they are still not sufficiently varied, there is too much oil used and no fruit or fresh vegetables. Moreover, there remains limited constructive leisure activities and facilities for boarders. Broken equipment is not efficiently replaced, there is not a choice of common rooms and organised trips out are rare. In particular boarders say, 'there is not much to do at the weekends'. Their ability to keep abreast of world affairs is also restricted as televisions are not allowed, newspapers are not provided and there is limited access to the internet.

The school's child protection policy has still not been formally ratified by the local safeguarding children board to ensure it is consistent with local procedures. Moreover, shortfalls identified in risk assessments and health and safety checks are not efficiently addressed so the safety of all boarders, staff and visitors is not fully

ensured. Suitable local arrangements are in place to ensure boarders have access to health professionals and a sufficient number of staff are trained in first aid to attend to any minor injuries. The majority of boarders are also satisfied with the arrangements in place if they are poorly.

Most boarders confirm that they feel safe, well cared for and respected. A few did report incidents of bullying, but all confirmed that they are able to go to someone to ensure it is appropriately addressed. Indeed, a significant number would go direct to the principal because, 'he is a kind man and you can always talk to him.' Boarders say, 'bullying is quite rare. However, it does happen now and again and the victim has someone to go to. It is not tolerated and bullies are dealt with accordingly'.

There have been no recent formal complaints made, but boarders say they know how to make a complaint should the need arise. They also have direct access to an independent counsellor. However, the complaints procedure does not include the contact details of Ofsted.

There are opportunities for boarders to positively contribute to any school developments including regular surveys and the school council with representatives from each year group. However, these are not satisfactorily documented to evidence that the issues raised are considered and acted upon if appropriate.

A policy in respect to boarders who go missing is in place, but the records are not in sufficient detail to evidence the efforts made to locate the boarder, their safe return and any reasons given for being absent.

A strength of this school is the positive relationships between boarders and staff, and boarders confirm that their opinions are genuinely listened to. They say, 'everyone is so caring and kind and they give you help if needed'. Moreover, behaviour and good manners are exemplary and boarders confirm that the few sanctions imposed are generally fair. However, there is one major exception. The vast majority are extremely aggrieved that due to the misuse of mobiles by a few boarders there is a total ban on their use. This significantly impacts on their ability to maintain contact with family especially as there are woefully insufficient payphones provided. Many also find it difficult to wait a month for a home visit and that their stays are too short.

Fire safety records are in satisfactory order showing that the internal checks are undertaken at the required frequencies and minor repairs are efficiently addressed. Regular fire drills also ensure that boarders know exactly what to do in the case of a real fire. However, fire extinguishers are not all serviced at least annually and the required safety certificates to evidence that the school is maintained at a safe standard could not be found. Moreover, not all the staff files include the details specified in the national minimum standards to evidence a safe and competent

workforce.

Boarders are generally satisfied with the accommodation and the sufficiency of the toileting facilities. There are also suitable laundry facilities. However, they do report that the dining room is a little cold at times. Moreover, the room is used also as the sports hall so its use is restricted. There are some single bedrooms and a range of different sized dormitories up to a maximum of 10 sharing, but there is little evidence of personalisation.

Boarders say that the school is sufficiently staffed at all times to safeguard and promote their welfare. The school has also recently recruited a senior administrator to strengthen the management team recognising the significant shortfalls in their systems and documentation. Annual appraisals are now in place to ensure staff remain competent in their respective roles and responsibilities and there is an ongoing programme of training opportunities to ensure continuous development. However, the staff handbook does not include all the required information.

The monitoring processes in place are also not sufficiently robust and there is no written strategic plan for responding to crises in line with the national minimum standards. Moreover, the statement of boarding principles and practices does not accurately reflect the age and numbers of boarders for whom they are registered.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations'), with the exception of those listed below.⁴

The school does not meet all requirements in respect of the curriculum (standard 1) and must:

- ensure that schemes of work for humanities and PE are effectively implemented (paragraph 1(2))
- provide appropriate careers guidance for secondary age pupils (paragraph 1(2)(g)).

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- prepare and implement written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with DCSF

⁴ www.opsi.gov.uk/si/si2003/20031910.htm

guidance Safeguarding children and safer recruitment in education (DCSF-04217-2006) (paragraph 3(2)(b))

- prepare and implement a written policy relating to the health and safety of pupils on activities outside the school which has regard to DCSF guidance Health and safety of pupils on educational visits (DCSF ref:HSPV2) (paragraph 3(2)(c))
- have regard to the national minimum standards for boarding schools (paragraph 3(3))
- have regard to the DCSF guidance Health and safety: responsibilities and powers (DCSF 0803/2001) (paragraph 3(4))
- have a satisfactory level of fire safety, which complies with the Regulatory Reform (Fire Safety) Order 2005. Ensure that fire equipment is tested regularly and carry out any remedial work that may be necessary (paragraph 3(5))
- maintain written records of sanctions imposed upon pupils for serious disciplinary offences (paragraph 3(8))
- maintain an admission register and an attendance register in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 3(9)).

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- ensure that prior to the confirmation of the appointment of all staff(including volunteers), appropriate checks have been carried out and completed to confirm their identity, medical fitness, previous employment history, character references, and where appropriate, qualifications and professional references (paragraph 4(2)(a)).
- ensure that for all appointments from 1 September 2003, in the case of staff who care for, train, supervise or are in charge of children for whom accommodation is provided, in addition to all other requirements for safer recruitment, a check has been made by the proprietor that Standard 38 of the national minimum standards for boarding schools is complied with. (paragraph 4(2)(e)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- ensure that where food is served provide adequate facilities for its hygienic preparation, serving and consumption (paragraph 5(m))
- have regard to Standards 40–52 of the National Minimum Standards for Boarding Schools (paragraph 5(u)).

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide particulars of academic performance during the preceding school year, including the results of any public examinations (paragraph 6(3)(e))
- provide details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year (paragraph 6(3)(f)).

The school does not meet all requirements in respect of procedures for handling complaints (standard 7) and must:

- ensure that where there is a panel hearing of a complaint that one person on the panel is independent of the management and running of the school (paragraph 7(g))
- ensure that the complaints procedure provides for the panel to make findings and recommendations and the procedure stipulate that a copy of the findings and recommendations are:
 - sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about
 - available for inspection on the school premises by the proprietor and the head teacher (paragraph 7 (i))
- ensure that the procedure provides for written records to be kept of all complaints indicating whether they were resolved at the preliminary stage, or whether they proceeded to a panel hearing (paragraph 7(j))
- ensure that correspondence, statements and records of complaints are kept confidential (paragraph 7(k))
- ensure that the complaints procedure complies with Standard 5 of the National Minimum Standards for Boarding Schools (paragraph 7(l)).

In order to comply with the requirements of the Disability Discrimination Act 1995 as amended the school should devise a three-year accessibility plan.⁵

⁵ www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1

In order to meet the national minimum standards for boarding schools and associated regulations, the school must:

- ensure there is signed parental consent for every boarder in respect to the safe administration of first aid and medication (breach of national minimum standard 15.14)
- ensure accurate records are maintained of the stock of non prescribed medication (breach of national minimum standard 15.12)
- ensure sanction records are satisfactorily maintained (breach of national minimum standard 4.6)
- ensure meals provide a sufficiently varied, nutritious and balanced diet (breach of national minimum standard 24.2)
- ensure a sufficient range of constructive activities are made available, especially at the weekends (breach of national minimum standard 46.1)
- ensure there is a range and choice of common rooms or other recreational areas available to boarders outside school time (breach of national minimum standard 46.2)
- ensure boarders have appropriate access to school sports, recreational and hobby facilities outside class time (breach of national minimum standard 11.4)
- ensure boarders have suitable access to information about events in the world outside the school (breach of national minimum standard 30.5)
- ensure the school's child protection policy is formally ratified by the local safeguarding children board (breach of national minimum standard 3.1)
- ensure there is an efficient response to any shortfalls identified following risk assessments and health and safety checks of the premises (breach of national minimum standard 47.9)
- ensure the complaints procedure provided to boarders and their parents includes contact details of Ofsted (breach of national minimum standard 5.4)
- ensure minutes are taken of the school council meetings that adequately reflect the issues raised by boarders, the discussions and actions taken (breach of national minimum standard 12.2)
- ensure there is documentary evidence that the findings from internal questionnaires are taken into account in the development and practice of boarding (breach of national minimum standard 12.2)
- ensure records of boarders who go missing are satisfactorily maintained (breach of national minimum standard 3.9)

- ensure there are suitable arrangements in place to enable boarders to contact family (breach of national minimum standard 19.3)
- ensure all fire extinguishers are refilled or replaced as necessary and serviced at least annually and all the required safety certificates are in place (breach of national minimum standard 26.4)
- ensure staff files include all the required details to evidence a safe and competent workforce (breach of national minimum standard 38.2)
- ensure boarders are enabled to personalise an area of their dormitory with suitable posters and personal items (breach of national minimum standard 42.11)
- ensure the staff handbook includes all the details specified in the national minimum standards (breach of national minimum standard 35.3)
- ensure there is an effective system in place, by a senior member of staff, to monitor all the matters identified in the national minimum standards, at least twice a term (breach of national minimum standard 23.2)
- ensure there are written planned responses in place in respect to a range of foreseeable major incidents or crises (breach of national minimum standard 9.2)
- ensure the statement of boarding principles and practice accurately reflects the school's registration in respect to ages and numbers of boarders (breach of national minimum standard 1.3).

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of students			✓	
How effective teaching and assessment are in meeting the full range of students' needs			✓	
How well students make progress in their learning			✓	

Students' spiritual, moral, social and cultural development

Quality of provision for students' spiritual, moral, social and cultural development		✓		
The behaviour of students		✓		

Welfare, health and safety of students

The overall welfare, health and safety of students				✓
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The quality of boarding provision *(leave blank if not applicable)*

Evaluation of boarding provision				✓
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School details

Name of school	Al Jamiah Al Islamiyyah		
DCSF number	350/6017		
Unique reference number	130285		
Type of school	Muslim Boarding School		
Status	Independent		
Date school opened	1995		
Age range of students	11-23		
Gender of students	Boys		
Number on roll (full-time students)	Boys: 273	Girls: 0	Total: 273
Number of boarders	Boys: 145	Girls: 0	Total: 145
Annual fees (day students)	£1200		
Annual fees (boarders)	£2400		
Address of school	Mount St Joseph's Convent Willows Lane Deane Bolton Lancashire BL3 4HF		
Telephone number	01204 665779		
Fax number	01204 62622		
Email address	admin@al-jamiah-al-islamiyyh.org.uk		
Headteacher	Dr S J Haneef		
Proprietor	Al Jamiah Al Islamiyyah Trust		
Reporting inspector	Mohammad Ismail		
Dates of inspection	26-27 January 2010		