

# Al Jamiah Al Islamiyyah

Willows Lane, Bolton, Lancashire, BL3 4HF

<b>Inspection dates</b>	15/04/2013 to 18/04/2013	
<b>Overall effectiveness</b>	<b>Adequate</b>	<b>3</b>
Outcomes for boarders	Good	2
Quality of boarding provision and care	Adequate	3
Boarders' safety	Adequate	3
Leadership and management of boarding	Adequate	3

## Summary of key findings

### The boarding provision is adequate because

- Boarders feel safe in the boarding accommodation. There are adequate members of staff and supervisors available in the boarding area during the day. At night there is one staff member who has overall responsibility for the boarders. Boarder's opinions are listened to. Boarders discuss their requests and proposals in school council meetings with members of the boarding team. Where reasonable, requests are granted such as changes to the menu and small hoovers in the boarding area.
- Boarding accommodation is adequate. Bedroom furniture and fittings are basic. Not all fire doors meet regulation and replacements were purchased during the inspection. Boarders are able to personalise their rooms if they wish. Boarders are expected to keep their personal space tidy and room checks are regularly undertaken. One boarder said, 'I don't want the place to change, I take this as my home.' The bathrooms and toilets in the boarding house are functional. Majority of bathrooms and toilets are in a good state of repair.
- Pupils enjoy some recreational activities on site for example football and pool, however pupils wanted more activities provided particularly at weekends. The school currently does not access community facilities. The amount of free time for pupils is limited and does not provide enough time for younger pupils to relax and socialise.
- Safer recruitment practice is not robust. A number of older and more recent recruitment files were inspected. There are a number of discrepancies. These centre around no List 99 checks for teachers who arrive at the school with a CRB certificate from their last place of work. This practice increases the risk of unsuitable adults being employed to work with boarders. The recruitment policy needs to be updated to reflect the current procedure operating in the school.
- Child protection training had been delivered to all staff, however the trustee with responsibility for child protection had not been trained, an issue raised at the last inspection. The two child protection officers at the school had not had up to date training and therefore training delivered to staff since the expiry date is invalid. A system to

monitor what staff have done which training and when is not available.

- The Boarding principles provides good information to parents however information with regards to CCTV and the policy of mobile phones remains to be added. However this information has been included to the schools website.
- The headmaster provides leadership, and direction to the boarding staff though regular meetings, training and appraisals. The headmaster understands the task ahead and the issues that hinder swifter developments of the boarding provision. The headmaster is approachable, proactive and keen to improve outcomes for children and young people.

### **Compliance with the national minimum standards for boarding schools**

The school does not meet the national minimum standards for boarding. The details are listed in the full report.

## Information about this inspection

The school received seven notice of the inspection from the school inspectorate team. However the education inspection could not take place and a standalone welfare inspection continued. Meetings took place with key staff including the principle, headmaster, residential care staff and ancillary team. The Local Authority Designated Officer, local fire safety officer and members of the residential team contributed to the inspection. All boarding accommodation was visited. Pupils who were also interviewed. Records and policy documents were scrutinised.

## Inspection team

Elaine Clare	Lead social care inspector
Paul Scott	Social care inspector

# Full report

## Information about this school

This is an independent Muslim school which is registered with the Department for Education and Skills for 297 boys aged between 11 and 21 years. It is a large detached property standing in its own private grounds and is situated in a town within walking distance of local amenities. The school currently offers boarding education to 144 students, some of who are continuing in their Islamic studies.

The school is maintained by a board of trustees which meets every week to review the boarding provision. Individual members also make unannounced visits to the school to check on boarders' welfare.

Its mission statement is 'to encourage the development of independent, well balanced and well educated young men'.

The boarding provision was last inspected in October 2011.

## What does the school need to do to improve further?

- ensure there is a system in place to review dates of expiry for homely remedies
- strengthen aspects of the management of boarding by clarifying the use of CCTV and mobile telephones within the Boarding principles
- allow pupils time to relax and socialise through a range of activities both onsite and within the community
- introduce an administration system that would confirm what staff had completed what training and the date it expires.
- The school must meet the following national minimum standards for boarding schools.
  - The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. (NMS 6.2)
  - The school ensures that: arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (as referenced in 'Boarding Schools National Minimum Standards'). (NMS 11)
  - Schools operate safe recruitment procedures and vet staff in line with the regulatory requirements and having regard to relevant guidance (as referenced in 'Boarding Schools National Minimum Standards') issued by the Secretary of State. (NMS 14.1)
  - There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house. (NMS 15.7)

## Inspection judgements

### Outcomes for boarders

### Good

Outcomes for boarders are good. Boarders appear to get on with, and care for each other. Throughout the inspection boarders were relaxed and able to discuss a range of areas relating to the boarding provision, stating that they enjoyed being at the school and that they had developed greatly while being there. One boarder stated that they had developed due to being 'surrounded by love and respect'. Boarders also stated that the boarding experience had allowed them to improve their behaviour at home.

Boarders respect each others views and state that the boarding provision teaches them how to compromise and learn about others. Younger boarders state that they would like to develop in their responsibilities within the school and become house masters. Older boarders enjoy some small benefits of responsibility with a pleasant study area and less sharing of bedrooms. Independence skills are learnt through positive 'character building' that is based on the development of skills that prepare boarders for being a caring adult who take an active part in the community.

Positive relationships between staff and boarders help children to feel valued, and they are able to contribute positively to the life of the school. The ethos of the school promotes respect and self-awareness and an inclusive atmosphere. Formal systems for consultation such as the school council allows boarders to make suggestions on ways the school can improve.

Boarders are supported and encouraged to contribute informally to the operation of boarding in the school. One said, 'we can say our ideas and if something is not good, we tell the supervisors.' Boarders feel listened to and have confidence and ease of access to the headmaster who operates an open door policy. The school council is an forum for boarders to make their views known. Food has improved as a result of this and they have also suggested more freedom, better activities, the need for a common room, concern about cleanliness and wanting a small kitchen of their own. Boarders make sensible suggestions and it is clear from minutes how the school respond and implemented actions.

There is an effective policy and procedure for managing medical treatment, first aid and medication and so boarders may get the care they need. Boarders' health is supported by appropriate records and the school does have a systematic approach to coordination of health information and treatment. Health plans for two boarders with medical conditions were available but had not been completed for boarders with other medical conditions for example asthma and severe allergies.

There is a good policy for administration of medication and homely remedies that ensures good practice and safe delivery. Records are clear and give good indication that appropriate first aid and minor illness treatment is given, or medication received, administered or disposed of safely. Some homely remedies were out of date within the medical room and these were disposed of during the inspection. The health care team had no system to monitor what medication was in stock and when the products expired. Parental consent is obtained for first aid and non-prescription medication and parents supply health information on admission, and this is passed on to staff with responsibilities for health care.

There are sufficient adults trained to deliver basic first aid and a large majority of boarders said they were helped when they were unwell. Boarders learn about being healthy through the fundamentals of Islamic teachings and jurisprudence. Educational programmes include and personal, health and social education (PHSE). These balance the Islamic ethos with a newly begun programme of citizenship. The school has and follows an appropriate policy on countering

major risks to health, including substance abuse. For example students who smoke are actively discouraged from doing so. A boarder described how the school had always treated him well; 'It's a place where you can learn and develop, both mentally and physically.'

### **Quality of boarding provision and care**

### **Adequate**

Boarders can maintain private contact with their parents and families and families are encouraged under Islamic tradition to eat 'blessed' food with adults and children when they visit. Boarders say, 'It feels like my home'. New boarders are introduced to the school's procedures and operation, and are enabled to settle in and the school makes sure that it gets to know parents before children arrive. Supervisors pay particular attention to younger boarders or those from overseas, and are vigilant and understanding about the additional difficulties they may face. One boarder described the feeling, 'My friends feel like my brothers, my teachers feel like my uncles.'

Boarders are helped to enjoy and achieve within the school and have good support from adults. The school ensures an adequate balance of study and free time. However in particular younger boarders' time spent on study and learning is onerous. Days start before sunrise and teaching time finishes at 8pm. Boarders enjoy football and cricket on a makeshift pitch but make no use of community leisure facilities. Boarders expressed in returned questionnaires they would like additional activities particularly at weekends. There is a common room and games room with pool tables and air hockey.

The recent Environmental Health Department Food Safety Inspection made recommendations about cleaning, storing of food and availability of food safety records. The school had addressed these concerns. The kitchens was awarded a three star, satisfactorily met, rating. This has the potential to impact on general health and hygiene of boarders.

Boarders have good, freshly cooked food. Meals give them quality and some choice and provide for religious needs. Boarders are encouraged to eat healthily. For example, fizzy and energy drinks are discouraged and fried food is limited. While a very large majority are satisfied that they have a balanced diet; they have asked in the Student Council for more variety. Meals are social occasions with opportunity for relaxed conversation.

Boarders have satisfactory accommodation. The building is an old Victorian converted convent. Accommodation is basic because the windows are poor and boarders have no adequate space to hang clothes or place belongings. A small school locker is available but boarders tend to live out of their suitcases. Bathing and ablution facilities are generally good. There are enough working toilets and showers for the numbers of boarders but a few of these were out of action. The accommodation is clean. There is a cleaner employed at the school but boarders are expected to clean their own bedrooms.

Boarders' possessions and money are protected and boarders can buy what they need at the tuck shop.

### **Boarders' safety**

### **Adequate**

The school makes adequate arrangements to protect children. Recruitment and vetting of staff, site safety and security, and risks and hazards are managed satisfactorily to keep students safe. Boarders have not suffered harm but there is potential for risk.

The school does have adequate arrangements for child protection and safeguarding and so adults are ready to take effective action in the event of an allegation or incident of abuse. However the chairman of the trustees whose overall responsibility is child protection has not attended a child

protection course, an area of improvement from the last inspection in 2011. The two members of staff that were designated child protection officers had undertaken training but this had expired in July and October 2012. Therefore residential staff who had commenced in post after October 2012 and received training that may not have contained the most up to date information. Boarders are not always protected by the school's own recruitment processes because staff making employment decisions do not adhere to them. The process for selection and vetting of all staff, adult students with boarding responsibilities and volunteers working with boarders is in the main rigorous. Staff recruitment files show that references are routinely obtained before staff start work, gaps in employment are explored. While all employed staff working with boarders have a CRB check before they commence work in the school; teaching staff who arrive at the school with a valid CRB certificate have not undertaken a List 99 check first before starting employment.

Staff with health and safety responsibilities are not trained in this area and while they do make a checklist of some faults and hazards as they occur, these do not form part of an effective system of risk management. The tour of the building found a number of fire doors had had their integrity compromised as they had holes in the doors where locks had been removed and intumescent strips were missing. Guidance was sought from the local fire officer who confirmed that fire doors need to be in place on boarding accommodation. The school immediately purchased new doors and were in the process of having them fitted during the inspection.

All of the boarders say they are properly protected from harm at the school. They described how adults are protective and concerned and constantly 'check if children are OK'. Boarders described how they feel safe from intruders at night because adults make sure the building is secure. They say their personal privacy is respected by staff and that they respect the privacy of others.

Boarders are protected from bullying. A very small minority said that that they had been bullied sometimes, but the overwhelming majority are confident that bullying is not tolerated in the school and staff are quick to act. Adults are briefed about the school's anti-bullying ethos. Boarders benefit from a well thought out and responsive approach to promoting positive behaviour and relationships within the school. Boarders focus on learning from mistakes and making good to their community, rather than punishment. A boarder commented 'Everyone's kind here, they don't shout.' The complaints procedure give current details for parents or boarders to contact Ofsted, boarders are also able to raise concerns and complaints with confidence to independent listener or a Muslim youth helpline. Boarders commented 'If we have any trouble, they sort it out for us.'

Boarders and boarding staff are aware of emergency evacuation procedures from boarding accommodation. The school complies with the recommendations from the fire service, has completed a fire risk assessment under The Fire Regulatory Reform (Fire safety) Order 2005 and regularly carries out and records fire drills and routine tests recommended by the fire service.

## **Leadership and management of boarding**

## **Adequate**

The organisation of boarding in the school is adequate. Management systems are generally satisfactory and information systems demonstrate that the school operates in a way that safeguards and protects the well-being of boarders.

There is a written statement of the school's boarding principles and practice which is available to parents, boarders and staff. Details of the school's CCTV system, which operates internal cameras, and the policy on mobile phones are not included. The staff handbook acts as guidance and contains key policy and procedure. This reflects the current practice in relation to complaints, Ofsted, staffing arrangements and gives sufficient guidance for child protection concerns.

There is a formal and accountable oversight of the school. There is a trustee body that meets regularly and the chair of trustees meets weekly with the Principal and headmaster. The headmaster is responsible for the day-to-day management of the school, administration, maintenance and building works and boarders welfare. Staff and boarders clearly identify the headmaster as head of care. They respect and view him as an effective listener who responds to their issues.

Boarders' welfare is adequately promoted by the school's risk assessment and record keeping. The school has formal daily monitoring and contact between staff to promote children's welfare. Record keeping is satisfactory, for example fire, incidents and complaints, but records of health are not satisfactory and formal risk management systems have not identified the shortfalls within the fire doors. However repairs were completed and systems were put in place during the inspection to monitor these areas in future.

Boarding staff arrangements are shaped by a lack of resources. Boarding accommodation is over two floors and there is only one employed boarding staff member to supervise 144 boarders during the night shift. The headmaster does not sleep in the school overnight but lives some distance away in a nearby city but is on call. Senior students who are over 18 act as supervisors and have job descriptions, but are not employed. The headmaster appoints to these positions of responsibility and safe vetting processes are followed. Boarders see them as trusted, liked and respected adults who take good care of them. For example, 'I am always satisfied with (name of school) because we have a supervisor who takes care of us at night time.'

Staff with key responsibilities for child protection and health and safety have either not been trained to fulfil these roles or their training is out of date. There is no system in place to monitor what staff have undertaken what training and how long this training is valid for. There are frequent opportunities discussion and contact between adults and the headmaster and principal. The provision of boarding within the school is seen as a vocation and an Islamic duty and fees charged to parents are very low. Adults within the school are committed, approachable, enthusiastic and speak positively about students. Relationships are good, children trust adults and children value the adults who care them describing them in familial terms.

The promotion of equality and diversity is good. Equality and diversity is understood and practiced within the context of Islam.

While management systems have some shortcomings, the Principal has already identified many areas for improvement, much dependent on additional resources. Children love being at the school. Boarders trust and appreciate the adult care within the school and are not critical of the facilities they use. In Ofsted survey a large majority say they are usually or always satisfied with their school; and in conversation, children are wholehearted in their enjoyment of and support for the school. They are appreciative of the efforts and open approach of the staff, saying: 'I think it's a school where promises are kept and teachers are kind.'



## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

## School details

<b>Unique reference number</b>	130285
<b>Social care unique reference number</b>	SC009423
<b>DfE registration number</b>	350/6017

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.

<b>Type of school</b>	
<b>Number of boarders on roll</b>	144
<b>Gender of boarders</b>	Boys
<b>Age range of boarders</b>	11 to 20
<b>Headteacher</b>	Dr S J Haneef
<b>Date of previous boarding inspection</b>	27/09/2011
<b>Telephone number</b>	01204 62622
<b>Email address</b>	sjhaneef@yahoo.co.uk

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