

Jamia Islamia Islamic Study Centre (Hijaz College)

Inspection report for boarding school

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Inspector	Christy Wannop / Julian Mason
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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

Service information

Brief description of the service

Jamia Islamia, Hijaz College is an Islamic Boarding school, located in a large rural site in countryside north of Nuneaton. Sharing the school's 64 acre site, in close proximity, are several charitable Islamic organisation offices, known as the Hijaz community, a private law practice operated by the Principal, and a small Islamic burial site.

It was founded by Hazarat Allama Peer Muhammad Abdul Wahab Siddiqi in 1996 with the aim of 'becoming a centre of excellence offering Muslims world wide an opportunity to acquire the highest level of education within the intellectual dynamics and spiritual framework of Islam.' It provides Islamic teaching and law to older students to degree level, and a range of GCSE O and A levels. The school's religious ethos is Sunni and Sufi.

The school is registered for 81 students and there are currently 59 students between 11 and 21 years. A majority of 52 students are boarders, with a minority of boys who live locally attending on a daily basis. The school's boarding provision was last fully inspected by the Commission for Social Care Inspection in September 2005, visited in June 2006; and the educational provision was inspected by Ofsted in November 2007, when it was judged to be satisfactory. This is the school's first Section 87 welfare inspection published by Ofsted.

Summary

This was an announced inspection at which the school was measured against key national minimum standards in each of the Every Child Matters outcome areas were inspected, plus organisation.

It is evident that the ethos of Islam has a positive effect within the school. This is clear from what boarders tell Ofsted about their experience of being at Hijaz and their description of the good relationships with staff. Boarders feel cared for and valued. However, these positive experiences are not supported by effective and accountable management systems within the school or in satisfactory arrangements for promotion of welfare in significant areas.

This inspection found serious weakness in many areas. These include: poor arrangements for health care and medication, recruitment practice lacking in rigor, unclear policy and procedural arrangements for child protection, inadequate health and safety and management of risks to children, particularly from hazards in the environment and grounds. The school's records do not provide consistent information about how children's welfare is effectively promoted. Accommodation for boarders, particularly the lack of proper curtains in bedrooms, shabby décor, bathing and toilet facilities are inadequate. The schools' documents, statement of boarding principles and practice, and policies and procedures do not accurately reflect the operation of the school. There are not enough staff or resources to properly clean or maintain the school. Significant areas of concern identified in the school's November 2007 Ofsted education inspection have not been improved or sustained.

In contrast to the shortfalls in welfare matters, boarders at Hijaz College enjoy a happy and family atmosphere and feel strong appreciation for their school and the people within it. 'This is the greatest college in my whole life.' Young people have an open door to talk directly with the Chief Executive and they value this. Children and adults have respectful relationships. Adults are positive, courteous, professional and committed to the vision of the school.

Children have educational opportunities which Ofsted judges as satisfactory. The school provides a strong religious and spiritual mentoring atmosphere which contributes to boarders' personal development. The Chief Executive has good knowledge and awareness of daily issues and matters within the school. He has an informed and hands on approach and is aware of the matters for improvement.

The overall quality rating is inadequate.

This is an overview of what the inspector found during the inspection.

Improvements since the last inspection

No recommendations were made by CSCI at the last full inspection in September 2005.

Helping children to be healthy

The provision is inadequate.

There is not safe or effective policy, procedure or practice for managing medical treatment, first aid or medication and so children may not get the care they need. Boarders health is not supported by appropriate records and the school does not have a systematic approach to coordination of health information and treatment.

There is no policy for administration of medication and homely remedies that ensures good practice and safe delivery. Records are absent or incomplete and give no indication that appropriate first aid and minor illness treatment is given, or medication received, administered or disposed of safely. Boarders' medical records are not satisfactory because they do not give a complete individual child record of accidents, treatment after injury and health visits. Parental consent is obtained for first aid and non prescription medication and parents supply health information on admission, but this is not passed on to staff with responsibilities for health care.

The recent Environmental Health Department Food Safety Inspection made recommendations about cleaning and maintenance of food safety records. The kitchen was clean but large food scrap bins were left outside the kitchen, uncovered and beginning to smell and not removed. This has the potential to impact on general health and hygiene of boarders.

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 college had always treated him well; 'It's a place where you can learn and develop, both mentally and physically.'

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 not sold in the tuck shop. Whilst 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.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

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

The school does not have good arrangements for child protection and safeguarding and so adults are not ready to take effective action in the event of an allegation or incident of abuse. Policy and procedure for safeguarding children is not acceptable because it is out of date and lacks the detail required. For example: the designated person is not named, no information about responsibilities of senior students acting in staff roles, omits whistle blowing policy, does not give Ofsted or Local Safeguarding Board contact information, and does not take account of action to take if there are complaints about the senior person. Staff with responsibilities for child protection are not trained, nor do they have an understanding of current local safeguarding arrangements and have inadequate guidance for this. Other adults within the school do not have satisfactory briefing or training in child protection.

Children are not 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, lacks rigor and is based on the Chief Executive's personal knowledge of potential employees. There is not a satisfactory process recorded in writing. Whilst all employed staff working with boarders have a CRB check; staff recruitment files show that references are not routinely obtained before staff start work, follow up phone calls are not evidenced, gaps in employment are not explored and risk assessments are not in place for staff who start work before all checks are complete. There are lot of adults who work in offices that share the school grounds and live on site, who do not work in the school, but are included as part of the Hijaz Community. These adults have CRB checks in place. There appears to be free movement of boys around the accommodation in the grounds, and other adults associated with the charitable offices in the grounds frequently eat in the school kitchen. Whilst the school has a stated approach to protection of boarders in relation to strangers and adults living on site, this access is based on trust and there is no policy about access to the school premises by people outside the school, including those living on site.

Boarders are not protected from safety hazards because there is no analysis in advance of potential risks and how boarders can be kept safe in activities and the environment. The school's approach to health and safety relies on boarders sense of personal responsibility. However, boarders have broken into unused buildings and climbed onto roofs, and do go where they are not supposed to, including breaking an earth mover on site. The grounds are littered with broken glass, the abandoned earth mover; and unfinished building work has the potential for accidents. Inside and outside there are uneven walkways, heaps of discarded and broken furniture and puddles of water in the gym from leaks in the roof; all of which pose a risk to children. Staff with health and safety responsibilities are not trained in this area and whilst 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.

A large majority of boarders say they are properly protected from harm at the college. 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' bedroom windows have no curtains and whilst there are no neighbouring buildings, boys can be seen by visitors to the site in the evening.

Boarders are protected from bullying. A very small minority said 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 and there is named and approachable anti-bullying officer. 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.' Whilst the complaints procedure does not give current details for parents or boarders to contact Ofsted, boarders are able to raise concerns and complaints with confidence. They see the Chief Executive in particular, as someone who is accessible and responsive to their issues. For example, 'If we have any trouble, they sort it out for us.'

Boarders are protected from the risk of fire. 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.

Helping children achieve well and enjoy what they do

The provision is good.

Boarders are helped to enjoy and achieve within the school and have good support from adults. The school ensures a good balance of study and free time. Boarders enjoy football and energetic sports in the gym, and older students go out to local gyms. Students make suggestions at school council about additional activities they want at weekends and have suggested more private time relaxing or reading; however there is currently no common, family type living room where this can happen.

Boarders receive good personal support from staff. Boarders feel that they are respected and valued as individuals because staff have good knowledge of their backgrounds and circumstances. A tutorial system is in place and its welfare function is being improved. Students say they have plenty of adults within the school who they trust if they have need and the school has identified an external female independent listener so that boarders can seek help outside of the school if they want to.

Boarders do not experience inappropriate discrimination because the school practices an ethos which unites Islamic children from a wide variety of cultures and countries. Boarders describe how 'learning new things is quite interesting because you understand the culture of things and people.' There is a strong emphasis on Islam and the interpretation of the Quran in relation to men and women and sexual orientation. There is good practice in promoting issues of equality and fairness between men and women. Boarders know that women hold senior positions of trust and responsibility. Boarders who need to improve their English, have additional language support classes and this helps them to integrate, communicate and learn. Boarders do not have opportunities for local community integration but the school is aware and hopes to introduce work experience, competitive sports and wider opportunities for community interaction as part of the citizenship programme.

Helping children make a positive contribution

The provision is good.

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 within. Formal systems for consultation such as the school council, that were previously in place have not been sustained. This has recently been reintroduced.

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 tutors.' Boarders feel listened to and have confidence and ease of access to the Chief Executive who operates an open door policy. The school council is a recently re established 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. Students make sensible suggestions but it is not clear from minutes whether or how the school will respond and implement action.

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. Houseparents 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 aunties and uncles.'

Achieving economic wellbeing

The provision is inadequate.

Boarders do not have satisfactory accommodation. The management of the school have not valued or prioritised the environment for the boys because some the shortfalls are longstanding and recurrent issues.

The building is old, communal areas are scruffy and show sign of disrepair. Accommodation is unacceptable because there are no curtains at any children's bedroom windows and signs of damage and breakages are evident in walls and doors. New buildings are not ready for use. Although no boarder criticised the accommodation, they have asked for a common room and the current focus of evening activities is the gym or the dining hall, neither of which are warm, cosy spaces and they do not have a comfortable homely place to relax.

Bathing facilities are inadequate. Junior boarders have no usable toilet in their accommodation and have to share facilities with senior boarders. There are not enough working toilets or showers for the numbers of boarders. Of a total of 10 showers, only eight work. Five toilets are out of action. There are no showers in boarding accommodation, all are some way off, in a linked building. Shower rooms are poorly equipped and badly maintained, ventilation is inadequate and condensation a problem, toilets and showers are dirty, there is no soap and some hand drying facilities are also broken. There are insufficient hooks for towels.

The accommodation is dirty. An open drain in one shower is covered by a paving slab. Galvanised dustbins in boarding areas are not covered or sufficiently frequently emptied of cigarette butts, tissues and food waste. Floor coverings are worn and uneven, signs of building work in progress in communal areas, a leak in the gym roof causes puddles on the floor, broken equipment is abandoned in room used by boarders; litter, dust and cobwebs are around the school. There are no cleaning staff employed at the school and boarders are expected to clean. It is unreasonable to expect children to maintain acceptable standards of cleanliness and hygiene for such a large building. In surveys, two parents also expressed concerns about the standard of cleanliness.

Boarders' possessions and money are protected and children can buy what they need at the tuck shop, through the school or in local shops.

Organisation

The organisation is inadequate.

The organisation of boarding in the school is inadequate. Management systems are not effective and information systems do not demonstrate that the college operates in a way that safeguards and protects the well being of students.

There is a newly written statement of the school's boarding principles and practice which is available to parents, boarders and staff. The Hijaz College manual also acts as staff guidance and contains key policy and procedure. This does not reflect the current practice in relation to complaints, Ofsted, staffing arrangements and gives insufficient guidance for child protection concerns. It does not describe the unique role of senior students in boarding as replacement staff, or how practice or performance issues for them are managed. Staff, parents and children are not fully informed about operational matters within the school.

There is no formal and accountable oversight of the school. There is no governing or trustee body that meets, and reporting between the Chief Executive and the Principal is informal. The Chief Executive is responsible for the day-to-day management of the college, administration, maintenance and building works and Boarders welfare. There is no formally documented system whereby the Chief Executive reports to the governing body, or the governing body establish that the school fulfils its function, nor does the proprietor formally monitor welfare provision in the school and evaluate it. Staff and boarders clearly identify the Chief Executive as the leader of the school. They respect and view him as an effective listener who responds to their issues.

Boarders' welfare is not well promoted by the school's risk assessment and record keeping. The school relies on informal daily monitoring and contact between staff to promote children's welfare, and children have not come to harm. Some record keeping is satisfactory, for example fire, incidents and complaints, but records of health and medication are not satisfactory and formal risk management systems using written risk assessments are not established.

Boarding staff arrangements are unconventional and are shaped by a lack of resources. There is only one employed boarding staff member to supervise 52 boarders during the evenings and at weekends. The housemaster does not sleep in the school overnight but lives, and is on call, in the grounds. Senior students who are over 18 act as houseparents and have job descriptions, but are not employed. The Chief Executive appoints to these positions of responsibility, but safe vetting processes are not followed. They have an unclear quasi staff status. This quasi

staff status is not clear in information about the school, in safe recruitment practice, job descriptions, training and appraisal or disciplinary procedure and has the potential for confusion. Boarders see them as trusted, liked and respected adults who take good care of them. For example, 'I am always satisfied with Hijaz because we have a house master who takes care of us at night time.'

Staff with key responsibilities for child protection and health and safety have not been trained to fulfil these roles. Appraisal is not fully applied to all adults with involvement in boarding, though there are frequent opportunities discussion and contact between adults and the Chief Executive. 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.

Whilst management systems have serious shortcomings, the Chief Executive 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 must be done to secure future improvement?

Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that there is an individual record for boarders, containing relevant health and welfare information, including drug reactions, major allergies, visits to GP or hospital, and notable medical conditions and that this is available to staff likely to administer medication or treatment to these borders (NMS 7.2)
- ensure that a written school record is kept of all significant illnesses, accidents or injuries to boarders (either as part of the school medication and treatment records or separately) (NMS 15.3)
- ensure that prescribed medication is only given to the boarder for whom it was prescribed, in accordance with the prescription or instructions from the pharmacy (NMS 15.8)

- ensure that you have secured and follow qualified medical or nursing advice in a written protocol on the provision of non-prescription 'household' medicines to boarders (15.9)
- ensure that boarders keeping and administering their own medication are assessed by staff as sufficiently responsible to do so (NMS 15.11)
- ensure that a written school record is kept of all medication, treatment and first aid administered to boarders (NMS 15.12)
- ensure that recommendations of the Environmental Health Service are acted upon, for example that food waste is managed hygienically (NMS 24.8)
- ensure that there is a written child protection policy which is consistent with Local Safeguarding Children Board procedures (NMS 3.2)
- ensure that the senior member of staff designated to take responsibility for the child protection policy liaises with the local safeguarding/child protection authority and has received training in child protection and holds a copy of local safeguarding board procedures (NMS 3.6)
- ensure vigorous selection and vetting of all staff and volunteers working with boarders and a written record that includes all elements of NMS 38.2 before appointment (NMS 38.2)
- ensure there is a clear school policy restricting access to school premises (NMS 41.4)
- ensure any public use of school facilities does not establish substantial and unsupervised access to boarders, or boarding accommodation while occupied by boarders, by members of the public (including members of organised groups using school facilities) (NMS 41.8)
- protect boarders from safety hazards (NMS 47)
- ensure that the school has an effective system of risk assessment, with written records, to identify and reduce risk to boarders from inherent hazards in the school environment and activities, including those that boarders may access without permission (NMS 47.9)
- ensure that boarding houses (including dormitories and living areas) and other accommodation provided for boarders are adequately heated and ventilated and suitably furnished (NMS 40.1)
- ensure boarding houses and other areas are clean (NMS 40.3)
- ensure that the furnishing of boarding houses and other areas for boarders is suitable to the number, ages and needs of boarders accommodated, is comfortable and in satisfactory condition, for example with curtains (NMS 40.5)
- ensure boarders' accommodation and its furniture, fittings and equipment are generally free from breakages and from numerous or significant items requiring maintenance (NMS 40.6)
- ensure toilet and washing facilities are readily accessible to boarders (NMS 44.1)
- ensure each boarding house has at least 1 WC for every 5 boarders (NMS 44.2)
- provide soap and hand drying facilities adjacent to all WC's (NMS 44.4)
- ensure there is at least 1 shower for every 10 boarders, and all are separated by curtaining or doors; and are clean and adequately ventilated (NMS 44.6)

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- ensure there is a suitable statement of boarding principles and practice available to parents, boarders and staff and that this is up to date and reasonably reflects the actual current boarding practice. For example gives information to parents about complaints and special features of boarding such as the use of senior prefects as staff (NMS 1)
 - ensure the governing body or proprietor has a system to monitor welfare provision in the school (NMS 8.2)
 - ensure that risk assessment and record keeping contribute to boarders' welfare (NMS 23)
 - regularly monitor (at least twice a term) records of risk assessment, major punishments, complaints and accidents, any use of physical restraint, administration of medication, treatment and first aid (NMS 23.2, Appendix 3)
 - take action to reduce risk identified by risk assessments (NMS 23.3)
 - ensure that opportunities are provided for training and updating in boarding practice (including child protection issues and health and safety) for all staff, including new and experienced staff, commensurate with the roles, experience, and rate of turnover of staff, and any changes or planned changes or developments in boarding at the school (NMS 34.7)
 - ensure that staff with boarding duties, including senior students, have job descriptions reflecting those duties, receive induction training in boarding, and receive regular review of their boarding practice, with opportunities for continuing training (NMS 34.1)
 - ensure there is a staff disciplinary procedure that includes provision for senior students in case of allegations against them (NMS 35.4)