



*Making Social Care
Better for People*

inspection report

BOARDING SCHOOL

**Jamia Islamia Islamic Study Centre
(Hijaz College)**

**Hijaz College
Watling Street
Nuneaton
Warwickshire
CV11 6BE**

Lead Inspector
Mr Patrick Toner

Announced Inspection
29th September 2005 10.00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Boarding Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SCHOOL INFORMATION

Name of school	Jamia Islamia Islamic Study Centre (Hijaz College)
Address	Hijaz College Watling Street Nuneaton Warwickshire CV11 6BE
Telephone number	024 7664 1333
Fax number	024 7635 3345
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Faizal Aqtab Siddiqui
Name of Head	Faizal Aqtab Siddiqui
Name of Head of Care	Maulana Tauqir Ishaq
Age range of boarding pupils	11-22 years
Date of last welfare inspection	28 05 04

Brief Description of the School:

Hijaz College is an Islamic study boarding school, which has a clear focus on providing academic and religious studies. A significant number of boarders will undertake further training to become Islamic religious instructors or undertake law degrees. The college is set in 68 acre's of open fields and woodlands setback from the A 5 near Hinckley.

The college operates as a private boarding school providing education and care for young boys/men aged between 11 and 22 years and is reliant on direct fee income and donations from its wider community. The college has been operating for approximately 10 years and shows great pride and respect for its founder, which is commemorated by a mausoleum erected within the grounds.

At the present time the majority of Boarders accommodation, administration and catering facilities are housed in a large old building which necessitates intensive and costly maintenance and refurbishment. The college has recently replaced the central heating system throughout this building and is in the process of redecorating dormitories and replacing/upgrading windows.

There is extensive building work being carried out on site, which when completed will provide modern good standard accommodation for boarders in smaller dormitories with ensuite facilities.

The college expects to increase the eventual number of boarders to 450, this is a medium to long-term aspiration. When the current building work is completed the college expects to be able to accommodate 150 boarders in total.

SUMMARY

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

This follow-up inspection was arranged at short notice with the Chief Executive and enabled the inspector to focus on progress made by the college to address issues raised in the last inspection, which was carried out in May 2004.

The inspection began at 10 a.m. and lasted approximately 5 hours. During the visit there was an opportunity to meet with borders/staff, tour the premises and have discussions with the Chief Executive.

What the school does well:

The boarding experience provides structure, routine and opportunities to focus on educational and spiritual attainment. All education and welfare is provided within the spiritual framework of Islam.

A number of boarders are undertaking LLB law degrees, which is a focus/target for educational attainment. This has provided a useful role model and enables the younger boarders to identify with the values of the college and aspire to individual attainment.

The college offers a full range of secular subjects including a choice of 11 GCSE, 10 A-level subjects and has established links with North Warwickshire & Hinckley College.

What has improved since the last inspection?

The college has developed the role of the Chief Executive who is now responsible for the day-to-day management of the college, administration, maintenance and building works and Boarders welfare.

Extensive refurbishment has been undertaken with the complete replacement of the central heating system in the main block. Work on the new buildings has progressed substantially. The gymnasium walls have been repainted and flooring upgraded to a good standard.

Recommendations made in the last report have been addressed and the school has further developed its child protection and complaints procedures. Health and safety issues regarding access to the building site has been addressed. The Chief Executive is enthusiastic about the content and layout of the new inspection report and sees value in using the format when developing the school's administration and information systems.

What they could do better:

The college has a programme for redecorating and upgrading dormitories in the old/main block, further refurbishment and maintenance work will be carried out during Ramadan when Boarders will be at home. This will minimise any disruption to boarders.

The remaining work to the new accommodation is scheduled for completion in approximately six to eight months time. Transferring borders to the new accommodation will provide the space and opportunity to undertake further upgrading of the old accommodation block.

Where waste or debris from the building work is being stored on school grounds this area should be cordoned and regarded as out of bounds for boarders.

An early refurbishment of the swimming pool would be of great benefit to all boarders.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

JUDGEMENT – we looked at outcomes for the following standard(s):

6,16,17,24

The college's welfare policies support healthy lifestyles.

EVIDENCE:

There is appropriate health screening prior to admission to the college, all boarders to have access to NHS services and staff are a vigilant/observant of boarders mood, demeanour and general health indicators.

The supervision and welfare arrangements for a boarder who was accommodated in the sickbay and seen by the inspector during the visit achieved a balance between support/intrusion and were appropriate.

During the visit several young boarders were able to approach the Chief Executive in relation to personal and interpersonal issues. Their concerns were recorded and dealt with in a professional and sensitive manner.

The college has provided a copy of its menu for the week of the visit. The menu demonstrates a good range of healthy and well-balanced meals and snacks are available to boarders. During the visit the lunchtime meal provided to boarders was also available to the Chief Executive and the inspector, it was of a good quality and nutritious.

Staying Safe

The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

JUDGEMENT – we looked at outcomes for the following standard(s):

2,3,4,5,26,41,47

The college provides a safe environment and promotes boarders personal safety.

EVIDENCE:

The college has improved its anti-bullying policy and reporting/monitoring procedures. The management of bullying is seen as a priority issue for all staff. The college has a zero tolerance policy towards bullying (and theft), which are often linked. Boarders are familiar with the yellow and red card system used by the college, which has the support of parents.

The college has improved its child protection policy and reporting/monitoring procedures. A copy of the college's policy was provided during the visit.

The college operates appropriate discipline/sanctions/rewards policies, and there is recognition of the differences in behaviour between young/new borders and those with more experience of the college and its values/policies.

The college has improved its complaints policy and reporting procedures. The inspector was able to see first-hand how grievances/grumbles/complaints are dealt with. It was clear borders find this system accessible and had confidence that their concerns would be dealt with.

The college has responded to recommendations in the last inspection report and from the comments of the fire officer. The college has replaced the contract for fire safety/hazard analysis having found the previous provider unsuitable, they now use an established national fire safety company.

The colleges is set some way back from the A-5 and accessed through a long private driveway. Borders were seen to move freely within the grounds, their distinctive dress code enables them to identify possible intruders/unannounced visitors easily and report to staff any concerns. In discussions borders said they felt safe, supported and well cared for.

The college has responded to recommendations in the last inspection report by securing access to the new building work, which continues. A potential hazard was discussed with the Chief Executive during the visit and was responded to appropriately.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

JUDGEMENT – we looked at outcomes for the following standard(s):

11,27,46

The college provides opportunities for enjoyment and achievement.

EVIDENCE:

Boarders have access to a range of organised team games and opportunities for playing against other schools, colleges or clubs. There is also scope for individual passive and active leisure pursuits, though in general most boarders prefer to be part of a group unless studying/revising.

The college curriculum and the provision of free/unstructured time is balanced and does not impinge on boarders welfare.

The sports and leisure facilities allow for both indoor and outdoor activities. The gymnasium has been refurbished to a good standard and the college hopes to upgrade the swimming pool when funds allow this. The Chief Executive has made provision for a health suite/weight training area though during this visit it was not yet operational.

Making a Positive Contribution

The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders receive personal support from staff.(NMS 14)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

JUDGEMENT – we looked at outcomes for the following standard(s):

12,14,19

The college enables and supports boarders to make a positive contribution.

EVIDENCE:

The college operates a "school council" which provides a useful channel for boarders to make representations and suggestions for change or development. Individual boarders can and do approach the Chief Executive and other staff as they wish, this was done in a relaxed and confident manner during the visit.

There is a senior member of staff responsible for boarding welfare and support, for all boarders. The Chief Executive and other staff are easily accessible during normal office hours and out of hours there are other staff and prefects available who can respond to individual support issues.

The Chief Executive explained that all boarders have their own mobile phones and therefore have unrestricted private access to their parents, family and friends. The college intends to provide Internet access in each dormitory to enable boarders to e-mail/fax their families. In the interim period there are e-mail and fax facilities available at several points within the college.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)

JUDGEMENT – we looked at outcomes for the following standard(s):

40,42,44

The college promotes economic well-being for all borders through the services and opportunities it provides.

EVIDENCE:

Accommodation in the old/main block although quite basic in some dormitories is nonetheless satisfactory, the central heating system has been replaced and additional heaters have been sighted in the hallways to reduce the effect of drafts.

Some dormitories appeared slightly cramped however this issue will be resolved with the completion of the building work to the new block.

There remain cultural issues in relation to the layout of the established toilet and washing facilities however where the college has made improvements they are of a good standard and meet the Boarders cultural needs.

All boarders have individual lockable suit cases/luggage/storage provision, however the Chief Executive is exploring options for the provision of a standardised storage box, which should be available to all boarders.

Management

The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

JUDGEMENT – we looked at outcomes for the following standard(s):

1,8,10,23,31

The college is properly managed, through the Chief Executive.

EVIDENCE:

A copy of the college's statement of principles and practices is available to all parents, staff and Borders. Working documents are kept under review and update it as necessary to ensure they reflect the services provided.

The Chief Executive has provided a copy of the colleges organisational structure. There are appropriate leadership and support arrangements in place for the head of boarding and clear reporting procedures through the management system should any concerns arise regarding boarding practice/welfare. There is a number of delegated senior staff with responsibilities for maintaining contact with parents.

In discussions, several groups of Boarders spoke of their satisfaction with the management of boarding arrangements. During the visit staff were seen to be available and observant without being intrusive.

The college has responded to recommendations from the last inspection report and further developed its risk assessment/risk management policy a copy of which was provided during the visit.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding Schools have been met and uses the following scale.

4 Standard Exceeded (Commendable) **3** Standard Met (No Shortfalls)
2 Standard Almost Met (Minor Shortfalls) **1** Standard Not Met (Major Shortfalls)

“X” in the standard met box denotes standard not assessed on this occasion

“N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
6	3
7	X
15	X
16	3
17	3
24	3
25	X
48	X
49	X

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	3
3	3
4	3
5	3
13	X
22	X
26	3
28	X
29	X
37	X
38	X
39	X
41	3
47	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	3
18	X
27	3
43	X
46	3

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
14	3
19	3
21	X
30	X
36	X

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	3
42	3
44	3
45	X
50	X

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
8	3
9	X
10	3
23	3
31	3
32	X
33	X
34	X
35	X
51	X
52	X

Are there any outstanding recommendations from the last inspection? NO

RECOMMENDED ACTIONS

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)

Commission for Social Care Inspection

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