



Making Social Care
Better for People

inspection report

Boarding School

Madina-tul-Uloom Al Islamiya Islamic College

Butts Lane

Summerfield

Nr Kidderminster

Worcestershire

DY10 4BH

5th – 7th July 2004

Commission for Social Care Inspection

Launched in April 2004, the Commission for Social Care Inspection (CSCI) is the single inspectorate for social care in England.

The Commission combines the work formerly done by the Social Services Inspectorate (SSI), the SSI/Audit Commission Joint Review Team and the National Care Standards Commission.

The role of CSCI is to:

- Promote improvement in social care
- Inspect all social care - for adults and children - in the public, private and voluntary sectors
- Publish annual reports to Parliament on the performance of social care and on the state of the social care market
- Inspect and assess 'Value for Money' of council social services
- Hold performance statistics on social care
- Publish the 'star ratings' for council social services
- Register and inspect services against national standards
- Host the Children's Rights Director role.

Inspection Methods & Findings

SECTION B of this report summarises key findings and evidence from this inspection. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

'O' or blank in the 'Standard met?' box denotes standard not assessed on this occasion.

'9' in the 'Standard met?' box denotes standard not applicable.

'X' is used where a percentage value or numerical value is not applicable.

SCHOOL INFORMATION**Name of School**

Madinatul Uloom Al Islamiya Islamic College

Tel No:

01562 66894

AddressMadinatul Uloom Al Islamiya, Islamic College, Butts Lane,
Summerfield, Nr Kidderminster, Worcestershire, DY10 4BH**Fax No:****Email Address****Name of Governing body, Person or Authority responsible for the school**

Board of Management

Name of Head

Mr A Hans

CSCI Classification

Boarding School

Type of schoolIslamic Boarding School For
Boys aged 12 years and
over.26th-27th
August
2003.**Date of last boarding welfare inspection**

Date of Inspection Visit		5th July 2004	ID Code
Time of Inspection Visit		10:00 am	
Name of CSCI Inspector	1	S Moodie	073081
Name of CSCI Inspector	2	C Wannop	
Name of CSCI Inspector	3		
Name of CSCI Inspector	4		
Name of Boarding Sector Specialist Inspector (if applicable):			
Name of Lay Assessor (if applicable) Lay assessors are members of the public independent of the CSCI. They accompany inspectors on some inspections and bring a different perspective to the inspection process.			
Was this inspection conducted alongside an ISI or OfSTED inspection as part of a Joint Whole School Inspection?			NO
Name of Establishment Representative at the time of inspection		A HANS	

CONTENTS

Introduction to Report and Inspection

Inspection visits

Brief Description of the school and Boarding Provision

Part A: Summary of Inspection Findings

What the school does well in Boarding Welfare

What the school should do better in Boarding Welfare

Conclusions and overview of findings on Boarding Welfare

Notifications to Local Education Authority or Secretary of State

Implementation of Recommended Actions from last inspection

Recommended Actions from this inspection

Advisory Recommendations from this inspection

Part B: Inspection Methods Used & Findings

Inspection Methods Used

- 1. Welfare Policies and Procedures**
- 2. Organisation and Management**
- 3. Welfare Support to Boarders**
- 4. Staffing**
- 5. Premises**

Part C: Lay Assessor's Summary (where applicable)

Part D: Head's Response

D.1. Comments

D.2. Action Plan Status

D.3. Agreement

INTRODUCTION TO REPORT AND INSPECTION

Boarding schools are subject to inspection by the Commission for Social Care Inspection (CSCI) to determine whether the welfare of children (ie those aged under 18) is adequately safeguarded and promoted while they are accommodated by the school.

Inspections assess the extent to which the school is meeting the National Minimum Standards for Boarding Schools, published by the Secretary of State under Section 87C of the Children Act 1989, and other relevant requirements of the Children Act 1989 as amended.

Inspections are carried out by the CSCI, and in most cases the inspection team includes a specialist in boarding provision working, or with experience of working, in the boarding sector. Boarding welfare inspections by CSCI may also be carried out in conjunction with a full inspection of the school by the Independent Schools Inspectorate or OfSTED, so that the two inspections together constitute a Joint Whole School Inspection of the school. In such cases, a joint summary of main findings and recommendations from both inspections will also be available.

This document summarises the inspection findings of the CSCI in respect of Madinatul Uloom Al Islamiya Islamic College.

The report follows the format of the National Minimum Standards and the numbering shown in the report corresponds to that of the standards.

The report will show the following:

- Inspection methods used
- Key findings and evidence
- Overall ratings in relation to the standards
- Recommended Action by the school
- Advisory recommendations on boarding welfare
- Summary of the findings
- Report of the lay assessor (where relevant)
- The Head's response and proposed action plan to address findings

INSPECTION VISITS

Inspections are undertaken in line with the agreed regulatory framework under the Care Standards Act 2000 and the Children Act 1989 as amended, with additional visits as required.

The report represents the inspector's findings from the evidence found at the specified inspection dates.

BRIEF DESCRIPTION OF THE SERVICES PROVIDED.

Madinatul Uloom Al Islamiya is an independent Islamic College for boys and young men. It provides training in Islamic studies to students from the age of 12 to about 24 years of age. Almost all of the students are resident. At the time of this inspection there were 129 students resident under the age of 18. They were attending full time education, in both Islamic Education, which included the art of reciting the Holy Qur'an, memorisation of the Holy Qur'an, recitation of the Holy Qur'an, Islamic Theology and Arabic Language, and in Secular Education. The course in Islamic studies would enable students to become teachers in Islamic institutions and Imams. The Secular Education provides opportunities for students to study eight subjects to GCSE level, including Urdu, Islamic Studies and Arabic. Some students study for A Levels including in Mathematics. Most of the college's students come from Muslim families within the British Isles. The college's policy is to provide boarding facilities for students under 18 separately from those of 18 years old and over. This inspection focussed on those under 18, who lived in two of the four boarding houses.

The college is situated in the countryside, not far from Kidderminster, with extensive grounds, on a site that had been used variously by the army, for internment during the 2nd World War, and, more recently, by a college of education. Most of the buildings were single storey and built originally before the 2nd. World War. This did not apply to all and one of the boarding houses was a substantial two-storey building. Some of the buildings had not been brought into use since the college took over the site, some were being restored and a few had become derelict. All buildings not currently in use were fenced off. The college staff have developed the site, planting new trees and removing 'the jungle' they saw when they first arrived.

The large grounds provided space for football, volleyball, and basketball. There was an all weather five-a-side pitch, two tennis courts and a cricket pitch. Indoors there were facilities for pool and table tennis.

A group of supervisors, under the direction of the head supervisor, had responsibility for the care and welfare of the boarders. They were also teachers and took tutor groups from amongst the school students as well.

The college aims to provide not only the education described above, but also to promote and cultivate good behaviour, morals, mutual respect and tolerance. This, the college states, in turn creates a friendly, caring and motivated environment.

This inspection.

The college had been inspected in August 2003 by the NCSC to evaluate how far it had met the recommendations made by the Worcestershire County Inspectorate in 2002. That inspection had covered a limited number of topics. This inspection, however, was the first that the college has had which has addressed all of the National Minimum Standards for Boarding Schools. During the inspection in 2003, it transpired that Madinatul Uloom Al Islamiya had not received a copy of the National Minimum Standards. The local NCSC office provided a copy immediately but the consequence has been that the college has had a more limited period than most schools to absorb and start to implement those recommended standards. In view of the need for Madinatul Uloom Al Islamiya to gain full registration with the Department for Education and Skills, the college has to carry out its welfare functions for boarders fully, and it has had to undertake extensive work in developing both its written guidance for staff, students and parents and to continue to improve the physical accommodation which it offers to students.

Inspectors were impressed by the evidence of commitment to this task that the college showed and would like to draw attention to the substantial number of standards that Madinatul Uloom Al Islamiya has met in this period.

Inspectors were aware that, without a male inspector in the team, some elements of the inspection could not be undertaken, such as being in the boarding houses in the evening or first thing in the morning. They would, however, like to express their appreciation for the helpful way that staff and students enabled the inspection to be undertaken.

PART A SUMMARY OF INSPECTION FINDINGS

WHAT THE SCHOOL DOES WELL IN BOARDING WELFARE

Welfare Policies and Procedures. Standards 1 to 7.

- 1 Madinatul Uloom Al Islamiya Islamic College had extended the Prospectus to include all of the information on topics that the National Minimum Standards for Boarding Schools required to be given to parents. It had also developed a very useful handbook for students.
- 2 The policies on countering bullying were helpful and contributed to the college's aim of creating a friendly and caring environment amongst the students. Interactions with students, and their responses to the questionnaire, indicated that the college achieved this aim well.
- 3 The college had good guidance on child protection and staff had been well briefed on it.
- 4 Students' behaviour appeared very satisfactory. It reflected the aims of the college's religious tradition and explicit objectives to promote high standards of behaviour. Inspectors welcomed the holistic approach to discipline that included recording rewards and merits for good behaviour alongside the punishments.
- 5 The policy on complaints had been developed further and met the requirements.
- 6 The college actively promoted the students' health. It had appropriate policies on countering major risks to health, embedded within the teachings of Islam.
- 7 It kept appropriate records to support this.

Organisation and Management. Standards 8 to 14.

- 8 Inspectors found that the college's management had put in place effective systems to monitor welfare provision and to safeguard boarders' welfare.
- 9 The guidance within the staff handbook contained information necessary to manage any crises effecting boarders' welfare.
- 10 The organisation of the boarding houses operated satisfactorily.
- 11 Boarders had access to a wide range of sporting activities which they enjoyed.
- 12 Boarders had opportunities to express their views about boarding within their tutor groups. Pupils were able to make their voices heard, staff were responsive, and despite the absence of some other formal opportunities it was clear that changes could be made.
- 13 The college had no prefect system although the development of one was under consideration.
- 14 Students reported in person and through the questionnaire that they did receive personal support from supervisors, from other staff including the Head, and from the Independent Listener. This was an undoubted strength.

Welfare Support to Boarders. Standards 15 to 30.

- 15 and 16 The college had a medical officer who had responsibility for ensuring that boarders received necessary first aid and health care. There was a system of liaison with a local GP practice, usually through the practice nurse.
- 17 There was a sensitive support system to help boarders manage homesickness.
- 18 The Islamic nature of the college, and the Muslim backgrounds of the students and their families, created a cohesive culture that explicitly encouraged the 'inclusion' of all school members within it.
- 19 The college enabled students to keep in touch with their parents through provision of three telephones within the boarding houses and through students' own mobile phones.
- 20 Boarders' pocket money was well protected by the college's Student Bank.
- 21 The college's induction of new boarders helped them to settle in by providing them with full information in their students' handbook, support from their supervisors and allocating other students to help the newest recruits become accustomed to the school.
- 22 The college did not select educational guardians for the students. This standard did not apply.
- 23 The management of the college had put in place systems to monitor welfare provision and to safeguard boarders welfare.
- 24 Food prepared for students appeared well balanced and was sympathetic to the students' backgrounds.
- 25 Drinking water and facilities to buy and make snacks were in place.
- 27 The college ensured that students had reasonable free time to balance their religious and academic commitments.
- 28 This standard did not apply.
- 29 This standard did not apply.

30 Within the framework of the Muslim traditions of both the college and of the parents the students had access to information and facilities outside the college.

Supervision of Boarders Standards 31to 39.

- 31 and 33 There were sufficient numbers of staff supervising boarders at all times including at night. Supervisors were sensitive to the needs of younger boarders and could be contacted without difficulty if they were needed at night.
- 34 The college has developed a system to induct new supervisors and to train them internally in any new developments.
- 35 There was full written guidance for staff in all of the college's policies, which included all of those indicated in this Standard.
- 36 Relationships between students and their supervisors and other teachers were sound. Students spoke and wrote of the staff and their supervisors very positively.
- 37 All of the evidence available indicated that boarders' privacy was respected.
- 38 The college had devised a good procedure for checking the recruitment of all staff and volunteers who had contact with boarders.
- 39 It protected students from contact with other adults who had not been satisfactorily checked.

Premises Standards 40 to 50.

40 to 50 The college had embarked on extensive refurbishment of some elements of the boarding houses. Boarding was securely restricted to boarders only. A fence, hedge and two gates secured the site. A CCTV camera gave some surveillance. Sleeping accommodation met the minimum standard. Students studied in the main building but could in addition study in their bedrooms if they wished. The college was renovating and increasing the provision of toilet and washing facilities for the boarders. Once completed this should then meet the required standard. Boarders had access to safe recreational areas. There was good accommodation for a sick pupil, should it be needed. Students could use a small laundry in one house to do their washing. They could obtain snacks and stationery from the students shop. Kitchenettes in the houses provided space to make snacks and store a limited amount of food. Inspectors were pleased to see signs of continued improvement.

WHAT THE SCHOOL SHOULD DO BETTER IN BOARDING WELFARE

- 4 The college should ensure that staff's signatures when recording sanctions clearly identify the staff member who gave the punishment. The college should also maintain a suitable book for recording major punishments
- 11 Inspectors would like to see the further development of reflective and creative activities for boarders.
- 15.9 The college's protocol on the provision of non-prescription medication should provide evidence that it had been compiled with advice from qualified medical persons.
- 15.12 The college should implement all of the recommendations of the Royal Pharmaceutical Society, June 2003 guidance, on the recording and administration of medication.
- 23 and 26. The risk assessments should be further developed. A whole school risk assessment should be drawn up with advice and guidance from the fire authority. The college should ensure that testing for electrical safety is put in place. Improvements in the recording of the fire extinguisher check should be implemented.
- 32 The college's guidance on school trips should be further clarified.
- 38 When recruiting new staff the college should carry out all the checks which its own system sets out fully.
- The college has been developing what was initially poor accommodation. It should now undertake an audit of all furniture and furnishings and create a rolling programme of maintenance and refurbishment.

CONCLUSIONS AND OVERVIEW OF FINDINGS ON BOARDING WELFARE

The college has been developing what was initially very poor accommodation on a very difficult site. Improvement has gradually and consistently continued to take place. The absence of any written development plan for the process has caused inspectors to be unsure of what was planned or when it might take place. The progress seen on this last inspection, and subsequent visit in August, 2004, has indicated how committed the college is to improving the physical accommodation for students, particularly of the washing, shower and WC facilities.

Inspectors were impressed with the effectiveness of the pastoral care system within the boarding school. Students expressed how well they felt that they were cared for. They also spoke with warmth about the staff and the student group as a whole and appreciated how much they were gaining from the education that they were receiving.

4	44	All evaluation of progress on work with regard to the provision of toilet and washing facilities, unless referred to as 'met' by the inspector, should be included within a college development plan, with estimates of the costs and dates of when the work is planned to be completed.	
5	46	The college will continue to extend the provision of recreational space for boarders to include those in New Block. This would also be included in a college development plan .	

RECOMMENDED ACTIONS IDENTIFIED FROM THIS INSPECTION

Action Plan: The Head is requested to provide the Commission with an Action Plan, which indicates how Recommended Action are to be addressed. This action plan will be made available on request to the Area Office.

RECOMMENDED ACTION

Identified below are the actions recommended on issues addressed in the main body of the report in order to safeguard and promote the welfare of boarders adequately in accordance with the National Minimum Standards for Boarding Schools. The references below are to the relevant Standards. Non-implementation of recommended action can lead to future statutory notification of failure to safeguard and promote welfare.

No	Standard*	Recommended Action	
1	BS4	The signatures placed against all reports and records of sanctions should clearly identify the signatory and who has given the sanction.	
2	BS4	The college should maintain a suitable record book to record the administration of all major punishments, as recommended by Standard 4.6.	
3	BS15	The school should ensure that its administration of medication policy and procedure are in accordance with current best practice, particularly in relation to recording receipt and disposal of medication, expiry dates of medication, record of dose, purpose and outcome of treatment.	
4	BS23	The college should prepare an action plan to meet the recommendations of the fire authority, detailing timescales and responsibilities, and submit this to Commission for Social Care Inspection.	
5	BS26	The college should prepare a whole school fire risk assessment on advice from fire authority.	
6	BS32	The college's guidance on those who undertake trips and visits with students should clarify whether those adults who are non-teachers and who may accompany students are also staff members who would have received all appropriate checks. Unchecked adults should not be left in sole charge of students at any time.	

7	BS38	The college must ensure that when it recruits new staff every element in its recruitment system is completed, such that it meets all of the elements of Standard 38.	
8	BS40	The college should create a development plan which sets out the tasks to be undertaken in completing the refurbishment of the showers, toilet and washing facilities in the boarding houses, and the extent to which different furniture needed to be replaced in the students' bedrooms. It should include estimates of the likely cost and realistic dates of when the work may be completed. The timing of the different elements of the programme would need to be made clear.	
9	BS44	The college should ensure that the number of basins or washing stools should together meet the minimum requirement of one for each three boarders in both boarding houses.	
10	BS47	The college should attend to a number of safety issues. It should; <ul style="list-style-type: none"> • Make safe the oil sludge pool within the gardeners' area. • Obtain boiler service check. • Obtain electrical systems safety check. • Ensure that electrical appliances are safe to use. It should also put in place, and train staff to carry out, risk assessments, to detail the action needed to reduce risk.	

ADVISORY RECOMMENDATIONS

Identified below are advisory recommendations on welfare matters addressed in the main body of the report and based on the National Minimum Standards, made for consideration by the school.

No	Refer to Standard*	Recommendation
1	BS11	The college should consider the introduction of some aesthetic, peaceful and creative activities to supplement the predominantly sporting pursuits.
2	BS15	The medical officer should achieve formal competence in administration of medication. He is advised to confirm with nurse or GP the approach to the administration of homely remedies and non-prescription medication, and formalise this as a protocol acknowledged by qualified medical personnel.
3	BS32	Guidance on school trips should ensure that the leader of any trip has a fully charged mobile phone with him at all times.
4		The college is advised to monitor the total working hours of the supervisors to ensure that they do not work overlong hours.
5	BS34	The college is advised to contact the Boarding School's Association to explore with them whether there may be courses which they provide which would be relevant and helpful for supervisors in performing their residential task.
6	BS41	The college is advised to be aware of and monitor possible points of intrusion, and to consider planning to develop the security of the site.
7	BS46	The college is advised to consider the provision of areas within the main building which would provide spaces for smaller groups or individuals to use for quiet, reflective or creative activities. It is also advised to consider the provision of one room in each house as a small common room that would provide a shared territory for students and staff to meet with one another once students have returned to their houses.

*Note: You may refer to the relevant standard in the remainder of the report by omitting the 2-letter prefix. E.g. BS10 refers to Standard 10.

PART B**INSPECTION METHODS & FINDINGS**

The following Inspection Methods have been used in the production of this report.

Direct Observation	YES
Pupil guided tour of accommodation	YES
Pupil guided tour of Recreational Areas	YES
Checks with other Organisations and Individuals	
• Social Services	NO
• Fire Service	YES
• Environmental Health	YES
• DfES	YES
• School Doctor	NO
• Independent Person or Counsellor	YES
• Chair of Governors	YES
'Tracking' individual welfare arrangements	YES
Group discussion with boarders	YES
Group interviews with House staff teams	YES
Group discussion with ancillary staff	YES
Group discussion with Gap students	NO
Individual interviews with key staff	YES
Boarders' survey	YES
Meals taken with pupils	YES
Early morning and late evening visits	NO
Invitation to parents to comment	YES
Inspection of policy / practice documents	YES
Inspection of Records	YES
Visit to Sanatorium	YES
Visits to lodgings	NO
Individual interviews with pupil(s)	NO
Date of Inspection	05/7/04
Time of Inspection	10 AM
Duration of Inspection (hrs.)	61.00
Number of Inspector Days spent on site	6

Pre-inspection information and the Head's evaluative statement, provided by the school, have also been taken into account in preparing this report.

SCHOOL INFORMATION:

AGE RANGE OF BOARDING PUPILS FROM

12

 TO

18

NUMBER OF BOARDERS (FULL TIME + WEEKLY) AT TIME OF INSPECTION:

Boys	129
Girls	0
Total	129
Number of separate Boarding Houses	2

The following pages summarise the key findings and evidence from this inspection, together with the CSCI assessment of the extent to which standards have been met. The following 4-point scale is used to indicate the extent to which standards have been met or not met by placing the assessed level alongside the phrase "Standard met?"

The 4-point scale ranges from:

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

"0" in the "Standard met" box denotes standard not assessed on this occasion.

"9" in the "Standard met" box denotes standard not applicable.

"X" is used where a percentage value or numerical value is not applicable.

WELFARE POLICIES AND PROCEDURES

The intended outcomes for the following set of standards are:

- A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.
- Boarders are protected from bullying.
- Boarders are protected from abuse.
- Use of discipline with boarders is fair and appropriate.
- Boarders' complaints are appropriately responded to.
- Boarders' health is promoted.
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records.

Standard 1 (1.1 – 1.4)

A suitable statement of the school's boarding principles and practice should be available to parents, boarders and staff.

Key Findings and Evidence	Standard met?	3
<p>The college provided a Prospectus for parents. It gave an outline of the curricula for both Islamic and Secular Education. It also included information on;</p> <ul style="list-style-type: none"> • The aims and organisation of boarding • Admission criteria • Outline of facilities and welfare support for boarders • Religious or cultural aspects. <p>The college had revised this document recently, along with others of its written policies, in late June 2004. Related policies and practice had since been appended to the Prospectus. These included: the Complaints Procedures for Students and Parents/Guardians and Personal Welfare and Support for Boarders, the Behaviour, Discipline, and Punishments document, which included information on Good Behaviour and Rewards, and the policy on Countering Bullying.</p> <p>The information given in the Prospectus reflected the actual current practice that the inspectors observed in the school.</p> <p>As well as the Prospectus, the college has produced a very thorough handbook for students. Inspectors considered that this handbook would provide useful additional information for parents and were pleased to hear that the college was considering economically feasible ways to do so.</p>		

Standard 2 (2.1 – 2.6)		
The school should have an effective policy on countering bullying, which is known to parents, boarders and staff and which is implemented successfully in practice.		
Key Findings and Evidence	Standard met?	4
<p>The college’s policy on bullying covered preventative measures, responses to bullying and included a definition. It was set out in the handbooks for both staff and students. They received good explanations of what bullying was and staff had points to watch for in assessing how students were responding to group interactions. These details created imaginative and pleasingly understandable policies.</p> <p>The staff discussed the student’s handbook with them to ensure that they were aware of its contents. Likewise, there were procedures to discuss the extended information for staff in their handbook during the period of staff induction. Additions to the document had also been brought to staff’s attention. As indicated in the previous section, the policy had been recently added to information that would be sent to parents.</p> <p>Inspectors found no indications of any painful ‘initiation ceremonies’; on the contrary, students reported only positive welcoming by their peers at school. Nor did they refer to bullying as a problem when this was discussed with inspectors. In response to the questionnaires, 112 of the 120 replied that they did not get bullied at all; another six stated that they were hardly ever bullied. Of the two students who indicated that they were sometimes bullied, one commented that it was not that bad, that other pupils scared him rather than hit him; the other described it as a problem between him and some staff, relating to discipline. (Both pupils identified people they could talk to in the college if they had problems.)</p> <p>The college aimed to support victims of bullying by taking action promptly and fairly and restoring the victim’s sense of security. The chair of trustees reported that students with a history of bullying others would be identified through the school’s selection procedure.</p>		
PERCENTAGE OF PUPILS REPORTING NEVER OR HARDLY EVER BEING BULLIED	99	%

Standard 3 (3.1 – 3.9)

The school should have, and follow, an appropriate policy on child protection and response to allegations or suspicions of abuse, which is consistent with local Area Child Protection Committee procedures, and is known to staff and, as appropriate, to older boarders in positions of responsibility.

Key Findings and Evidence**Standard met?**

3

The college has developed a child protection policy that is consistent with requirements of “Working together to Protect Children” and the Worcestershire Area Child Protection Committee guidance and procedures.

It included

- Very thorough descriptions of the different kinds of abuse which pupils might be subject to and an account of signs and symptoms which staff should be aware of
- A requirement that written referral should be made within 24 hours to the Local Authority Social Services Department rather than internal investigation by school.
- Advice for staff on protecting individual children, avoiding leading questions, guidance on appropriate confidentiality, keeping written records and reporting to school’s designated person. (It included what to do if the allegation relates to the designated person.)
- Requirement to report outside of the school to the commission (“whistleblowing”) and immunity from disciplinary action when done in good faith. The policy made clear that adults have a responsibility to report outside the organisation in such cases. Both the telephone numbers for the local Social Services Office and for the Commission for Social Care were provided.

The name of the designated person was not included within the policy document but was cited clearly in the list of the current staff and their different duties. The school received the most recent updates to the Area Child Protection Committee guidelines.

Six staff had been trained in Child Protection Procedures through completing an NSPCC distance-learning course. The Chair of the Trustees had briefed other staff recently. Staff spoken to were clear about how they should receive a disclosure of abuse and the process that would lead to Social Services Department responsibility for coordinating any investigation.

There had been no recent child protection issues at the college. At the time of this inspection senior pupils were not given prefectorial responsibilities over other students.

There was a policy on searching and reporting any boarders missing from school. A written record format had recently been created for all pupils who absconded.

Standard 4 (4.1 - 4.7)

The school should have, and follow, a fair and appropriate policy on behaviour, discipline and use of punishments, known to boarders, staff and parents.

Key Findings and Evidence**Standard met?****2**

The staff handbook contained the written policy on discipline, punishment and rewards for good behaviour. This was also provided to students and their families. It clarified the religious tradition within which positive behaviour was expected. It also set out what the permitted and prohibited sanctions were.

There was a policy on the use of physical restraint consistent with most recent government guidance. Staff were clear that this should not be used and were guided by Islamic codes that make it inappropriate to use violence against children. There was a system for recording restraint, but this had not been used. Observations of boarding practice supported this.

Standards of pupil behaviour appeared generally very satisfactory. The atmosphere was usually calm unless students were engaged in competitive sports. Students were responsive and polite and did not appear to be at variance with the ethos of the college. This impression was confirmed by their replies to the questionnaire. 93 of them regarded punishments as always being given out fairly and a further 11 considered that they were almost always fair. 9 did not reply to this section at all. The only protest about unfairness was for detentions being given for lateness.

There was no indication in the records that any unfair or inappropriate punishments or sanctions were being used. The recording of sanctions was imaginatively and holistically done, alongside rewards and the merit system, in a ring binder file. This enabled the Head to take an overview of the young person's behavioural progress. Each child had a separate record. Sanctions included "a quiet word", detention for up to an hour, standing for 5 minutes, additional prayers and reading from the Holy Qur'an. Rewards included public praise and award of merits.

It was not however clear from signatures, which were often indistinct, which member of staff had administered the reward or sanction. This needed attention.

The college should also maintain a suitable record book to record the administration of major punishments. Although this did not appear to have been needed recently, and had there been major punishments administered they would have been recorded within the rewards and sanctions ring binder, it was required by Standard 4.6. When used, it should contain all of the points that that standard required. It was agreed during the inspection that such a record book would be established.

With the exception of the points above, the college met this standard well.

Standard 5 (5.1 - 5.7) The school should have, and follow, an appropriate policy on responding to complaints from boarders and parents.		
Key Findings and Evidence	Standard met?	3
<p>As already indicated, there was a complaints' policy available to boarders, staff and parents. It included the Personal and Welfare Support for Boarders policy. The only shortcoming at the time was the lack of information given to parents on how they could contact the Commission. This was rectified immediately and the telephone number of the Commission for Social Care Inspection was included on information for parents on complaints that the college told inspectors that it was about to send to all parents.</p> <p>The college was anxious to resolve as much parental concern as possible through immediate, informal procedures. Inspectors did not see a record of any recent complaints made.</p> <p>Students in discussion could not think of any circumstance when they would need to complain. All were confident that they would approach any of the adult supervisors or teachers. This was commendable.</p> <p>This standard was met.</p>		
Number of complaints, if any, received by CSCI about the school during last 12 months:		0

Standard 6 (6.1 - 6.3) The school should have, and follow, an appropriate policy on countering major risks to health, including substance abuse.		
Key Findings and Evidence	Standard met?	3
<p>Personal, social and health education in the religious curriculum provided guidance on alcohol, illegal substance and solvent abuse, smoking, sex education, HIV infection, hepatitis and sexually transmitted disease and protecting oneself. This information is intrinsic to many of the teachings of Islam and there is a 1500-year-old tradition within Islam of linking "PHSE" with a total approach to life and religious practice. The National Curriculum syllabus for PHSE was under development by the school.</p> <p>Staff were knowledgeable about the school's response to alcohol, smoking and substance abuse.</p>		

Standard 7 (7.1 - 7.5)

Adequate records should be kept in relation to individual boarders' health and welfare needs and issues.

Key Findings and Evidence

Standard met?

3

There were individual records for boarders. There was a basic school information file and a separate medical record. These contained:

- Very basic health and welfare information provided by parents
- Significant known drug reactions, major allergies, notable medical conditions. The medical officer at the school kept this information. Care should be taken that confidential information was not "posted" where it might be seen by other children.
- Contact details and addresses of parents and those children with guardians in this country.

Boarders had great trust in the adults who cared for them and were confident that they would do their best to meet any need.

ORGANISATION AND MANAGEMENT

The intended outcomes for the following set of standards are:

- There is clear leadership of boarding in the school.
- Crises affecting boarders' welfare are effectively managed.
- The school's organisation of boarding contributes to boarders' welfare.
- Boarders have access to a range and choice of activities.
- Boarders are enabled to contribute to the operation of boarding in the school.
- The operation of any prefect system safeguards and promotes boarders' welfare.
- Boarders receive personal support from staff.

Standard 8 (8.1 - 8.3)

There should be clear management and leadership of the practice and development of boarding in the school.

Key Findings and Evidence	Standard met?	3
<p>A former Head Teacher was Chair of the college's Trustees. The current Head Teacher, who had been acting in that role during the previous inspection, had been formally appointed to the position early in 2004. The Chair of the Trustees ensured that he was himself available for consultation and advice, and, since he also had the role of a teacher at the school, (as did another trustee), was able to monitor what was happening in the school independently.</p> <p>The inspector heard that as well as frequent contact with the Chair of the Trustees, the Head of the college was anticipating that a system of formal meetings and reports to the Trust would be implemented in the future.</p> <p>The most senior member of the boarding staff, (the head supervisor), had been in that position for nearly a year after two years as a supervisor. He had frequent contact with the Head of the college and appeared to have adequate experience to undertake the task. He had attended child protection training and, as the designated person, took on the leading role for promoting knowledge of it amongst other supervisors. With other supervisors, he had had direct experience of boarding. The philosophy of the head supervisor and of other boarding staff was to carry out the college's principle of safeguarding the boarders' welfare as fully as possible.</p>		

Standard 9 (9.1 - 9.3) The school should be capable of satisfactorily managing crises affecting boarders' welfare		
Key Findings and Evidence	Standard met?	3
<p>The college has developed written guidance for the management of crises, such as outbreaks of illness, fires, serious allegations, complaints, or significant accidents. The staff handbook contained the information necessary for safeguarding boarders' welfare.</p>		

Standard 10 (10.1 - 10.5) The organisation of boarding houses or units should operate satisfactorily and provide appropriate protection and separation of boarders by age and gender.		
Key Findings and Evidence	Standard met?	3
<p>Boarders were separated into different boarding houses, or blocks, by age group, 12-15, and 16-17: there were two other blocks for students of 18 years and over. This older group were following courses in Islamic Studies and were not regarded as part of the school.</p> <p>In general the division of the two houses for the school age students was satisfactory. The major difference between the two residential houses lay in the sizes of the bedrooms. The older group shared bedrooms with more students, often around six to a room, than did the younger students. The rooms were sufficiently large to accommodate this number. Students themselves did not express discomfort with this and indeed appeared to welcome it. They described to inspectors the large families that many of them come from and pointed out that they were used to living in large groups.</p>		

Standard 11 (11.1 - 11.6)

There should be an appropriate range and choice of activities for boarders outside teaching time.

Key Findings and Evidence**Standard met?****3**

There appeared to be a healthy regard for the need to unwind and relax. Boarders were free from 4.15 till 5.30pm, when some might choose to attend a spiritual enlightenment session. 'Prep' was held between 6.00 and 8.00pm six days a week. After 8pm until 10.30, or bedtime, all students could choose from a range of organised sporting activities or spend time in their rooms or in one of the two common rooms.

Football and table tennis tournaments were organised during the inspection. Students were keen to play pool on one of the two pool tables recently purchased. Older students had organised radio sessions to listen to the recent European Cup. There was no TV and "popular" music was not allowed.

Boarders cited the activities as one of the things they most liked about the school. 112 had expressed that there were plenty or enough activities at the school that they liked. There were football pitches, basketball nets, and volleyball pitches. The school had an extensive area of land, mostly laid out to grass. The inspection took place over three sunny days and young people made the most of the surroundings and the weather. Inspectors would recommend, however, the addition of other, more reflective and creative activities, such as art with an Islamic focus, Islamic calligraphy and gardening, growing vegetables etc. Boarders did not have access to the internet at school. They reported that they could use the facilities in Kidderminster library and would do so accompanied by an adult supervisor. Supervisors also reported that when the weather was less good, they did organise quizzes amongst the younger groups and sometimes discussions and debates. Older groups said that they used the library to access reading books.

Inspectors were pleased to see that this part of the college's life was developing but would wish the college to consider the introduction of some aesthetic, peaceful and creative activities.

Standard 12 (12.1 - 12.2)

Boarders have opportunity to contribute views to the operation of boarding provision.

Key Findings and Evidence**Standard met?****3**

Adults and young people reported no formal meetings, though there had been a recent vote about transferring activities to the large "common room" within the school building. This was an issue prompted by students. College staff had responded positively to this. All students reported that they would contact any of the adults and that they could make requests or suggestions in Tutor groups.

Standard 13 (13.1 - 13.7) Any prefect system (or equivalent) should give prefects (or equivalent) appropriate specific duties and responsibilities, with adequate staff supervision and measures to counter possible abuses of the role.		
Key Findings and Evidence	Standard met?	9
<p>There is no current prefect role. Students reported that sometimes the older students (those over 18) acted in the stead of teachers or supervisors, if adult guidance was needed. They did not however exercise authority in this role and students spoke of no concern about this.</p> <p>The college informed inspectors that it was considering the development of a prefect role and that promoting caring and responsibility from older pupils to younger ones was consistent with the teachings of Islam.</p>		

Standard 14 (14.1 - 14.6) Each boarder should have one or more members of staff to whom he or she can turn for personal guidance or with a personal problem.		
Key Findings and Evidence	Standard met?	3
<p>There was a clear policy that boarders might take personal or welfare concern to any member of staff in the school. This happened in practice and information was contained within the staff and student handbooks. Supervisors spoken to reported that they were “familiar” with the needs of the boarders, many of them having very recently been boarders. A high proportion of supervisors and Maulanas (teachers) had been students at the school themselves. (The college provided for the Islamic education of students over 18 years).</p> <p>There was a personal tutor system. This covered personal and welfare issues, though the focus was on educational and spiritual matters. Tutor groups met every morning and on a Sunday evening.</p> <p>A previous Head Teacher had been appointed as the Independent Listener. He had been CRB checked and his contact details were affixed to each of the three phones that students could use. Inspectors interviewed this person. He reported that he attended the school and held “Open Forums” to raise students’ awareness of his role and of when and in what circumstances they could reach him. Students were aware of him and his role and it was clear that they had made use of this additional “listening ear”. This was confirmed by their responses to the questionnaire; 76 of the students cited the Independent Listener as one of the people they would be happy to talk to if they had a problem.</p> <p>The questionnaire replies gave further evidence that students had access to adults whom they could take their problems to. They also ranked highly the Head, older staff, their tutors, their friends and their parents, all of whom were cited by between 70 and 80 students. 97 students would be happy to talk to their supervisor. This indicated that the college had created a good system that enabled students to receive effective personal support.</p>		

WELFARE SUPPORT TO BOARDERS

The intended outcomes for the following set of standards are:

- **Boarders receive first aid and health care as necessary.**
- **Boarders are adequately supervised and looked after when ill.**
- **Boarders are supported in relation to any health or personal problems.**
- **Boarders do not experience inappropriate discrimination.**
- **Boarders can maintain private contact with their parents and families.**
- **Boarders' possessions and money are protected.**
- **New boarders are introduced to the school's procedures and operation, and are enabled to settle in.**
- **Boarders' welfare is protected in any appointment of educational guardians by the school.**
- **Risk assessment and school record keeping contribute to boarders' welfare.**
- **Boarders receive good quality catering provision.**
- **Boarders have access to food and drinking water in addition to main meals.**
- **Boarders are protected from the risk of fire.**
- **Boarders' welfare is not compromised by unusual or onerous demands.**
- **The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.**
- **Boarders' safety and welfare are protected during high-risk activities.**
- **Boarders have appropriate access to information and facilities outside the school.**

Standard 15 (15.1 - 15.14)

Appropriate first aid and minor illness treatment are available to boarders at all times, with access to medical, dental and optical services as required.

Key Findings and Evidence

Standard met?

2

Boarders registered with one of two local GP surgeries. Boys returned home 1 in 4 weekends and could access their own dentist unless emergency treatment was needed. There was no visiting school doctor, though the practice nurse had visited to carry out routine immunisations, most recently in October 2003 to administer tetanus injections. The school has appointed a medical officer, recently trained in basic First Aid to coordinate the medical room, sick bay and dispensing of medication. Three staff in total had recently been trained in first aid, all certificates were seen.

The Medical Officer reported that he was in frequent contact with the practice nurse. She had advised him on the creation of a "Common symptoms and their Treatment" advice sheet about the most frequently used homely remedies and non-prescription medication. It is recommended that this be sent to her for her signature and its status as a protocol confirmed.

There was a healthy approach to natural remedies, such as honey and lemon water, rather than cough medicine, and on occasion "care +" or "TLC" was noted in records as the remedy for a child.

There was a brief policy on administration of medication. Advice was given on obtaining the Royal Pharmaceutical Society's guidance, June 2003, on administration of medication in children's services, so that the school can ensure its internal policies accord with current "best practice". It is recommended that the medical officer should complete training in the administration of medication.

Medication was stored in a locked metal cabinet. No controlled drugs were required and there were no complex health procedures carried out or needed. Some boarders self-administered medication, such as asthma inhalers. The medical officer encouraged all other medication to be handed in for administration by him at set times.

It is recommended that there should be a system for auditing incoming and outgoing medication, or medication that is no longer needed.

There were satisfactory records of administration of medication, but these did not record the purpose of the medication, stock control information and length of the course. Out of date antibiotic tablets were found with no record of why treatment had been stopped. There was a written record of all significant accidents, illnesses or injuries; this should be transferred to the child's medical file after it has served its purpose in the Accident file.

Written parental permission was obtained for administration of first aid, non-prescription medication and to seek medical, dental or optical treatment when required. The school sought a basic medical report from the child's home GP as part of the admission process. The school holds the child's NHS registration card.

Standard 16 (16.1 - 16.3) Boarders who are ill should be regularly checked and adequately looked after by a member of staff, and be able to summon staff assistance readily and rapidly when necessary.		
Key Findings and Evidence	Standard met?	3
Boarders reported that if ill in the night, they would send a friend or go to the nearest supervisor's bedroom. These were situated on each floor adjacent to boarders' bedrooms. There was an isolation room in a separate block. This was satisfactory. Staff reported that students might choose to stay in their bedrooms if ill, with supervision from staff nearby. Very ill children would be sent home.		

Standard 17 (17.1 - 17.8) Significant health and personal problems of individual boarders should be identified and managed appropriately.		
Key Findings and Evidence	Standard met?	3
<p>The school does not work to any written "welfare plans". No students were identified with special welfare needs, emotional or behavioural difficulties. Overseas boarders had guardians or family in this country and had regular contact with them.</p> <p>No boarders were reported to have a Statement of Educational Need. General and equal welfare support was observed in boarding practice.</p> <p>The Head of Trustees did not report any issues with bed-wetting and stated that the school did not have the capacity to manage such difficulties. Students brought their own sheets and those spoken to reported that they took them home for washing. Others could wash them in the laundry room at the school.</p> <p>There were no students with complex health needs. The medical officer stated that there were students with asthma, eczema and hay fever. Children with inhalers looked after them themselves.</p> <p>The college's policy was to be understanding towards those students who suffered initial homesickness when first away from home. Whenever possible the new student would be linked to a relative or neighbour from home to help the process of settling in. Boys would be encouraged to return home for a weekend or parents to visit their children early in the first term to reassure and support them. Students reported that if anyone were homesick, they would give them extra attention and play with them. Students did report initial homesickness, which they said disappeared quickly. Overseas students all had family in the country and cousins at the school. There was no specific involvement with external professional services beyond the two staff members with medical qualifications and who might give advice. There was evidence in medical records of appropriate treatment sought and GP referral on for additional services such as physiotherapy.</p>		

Standard 18 (18.1 - 18.6)		
Within the school, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.		
Key Findings and Evidence	Standard met?	3
<p>This is an Islamic school for children from all over UK and, currently, three also came from overseas. Many students were from Bangladeshi or Indian cultural and ethnic background. The college's documentation on provision for pupils with particular dietary, language or cultural needs stated only that it would endeavour to attend to the various needs of pupils within its framework where possible, and that it would make clear to parents where this was not possible due to financial restraints or unavailability of appropriate provisions.</p> <p>Recruitment to the school came specifically from parents and students who were part of the same Islamic tradition. Many students had had family members who had also attended the college and therefore had informed expectations about the college's religious and cultural background and traditions. They were highly committed to the ethos, principles and practices of the college.</p> <p>There was no report of support for those children who did not have English as their first language. The college always checked that future pupils would have sufficient skills in English not to need this support. Urdu and Arabic were taught as the languages of the religious curriculum.</p> <p>The supervisors were the first line of defence for pupils being discriminated against by their peers for whatever reason and the attention to welfare they provided through such policies as countering bullying was one of the keys to this.</p>		

Standard 19 (19.1 - 19.6)		
Boarders are enabled to contact their parents and families in private.		
Key Findings and Evidence	Standard met?	3
<p>Boarders said that they could contact and be visited by their parents. They would telephone, use text or write. Office staff posted letters. Emails could be accessed at the local library in Kidderminster. Parents did not report any concerns about contact or visiting arrangements in the letters that they sent to the Commission.</p> <p>There were three coin/card telephones that could be independently accessed by boarders at reasonable times. A large majority of boarders stated on the questionnaire that they could easily telephone without asking permission and without others listening, (100). Nine thought that they could be overheard. A further five students would use their own mobile telephones.</p> <p>Staff reported that they would contact parents if there were significant welfare issues. Contact usually came about through a drop in a student's performance that staff would want to discuss with a student's parents.</p> <p>Information about help lines for young people was placed in the telephone areas.</p>		

Standard 20 (20.1 - 20.3) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.		
Key Findings and Evidence	Standard met?	3
Boarders confirmed that the management and distribution of pocket money was fair. One member of staff maintained the Student Bank. Satisfactory records were kept. Students should, however, be encouraged to countersign the record. Older students looked after their own money if they wished. Students reported that there was guidance about a £5 limit on cash to be carried routinely. Boarders had lockable cabinets in their rooms.		

Standard 21 (21.1 - 21.3) There is an appropriate process of induction and guidance for new boarders.		
Key Findings and Evidence	Standard met?	3
<p>New boarders were given full information about boarding routines and rules, including key information about what they should bring to the college, within the student handbook. The staff's handbook stated that new boarders would be introduced to a relative, friend or other responsible student of a similar age who would help the new boarder to settle. Boarders confirmed that they had guidance from more experienced boarders and that the atmosphere was welcoming and supportive.</p> <p>The Chair of the Trustees told inspectors that there would be a change to the selection process that had always included a residential period at the college. This was now planned to take place during the summer holidays to enable any potential student, who was not likely to benefit from the school, to be easily re-assimilated into his previous school system. This was planned to be less disruptive for such children. The process also served as an introduction to the college for those students who were successful.</p>		

Standard 22 (22.1 - 22.4) Any guardians appointed by the school should be subject to the same recruitment checks as staff, and their care of pupils should be monitored.		
Key Findings and Evidence	Standard met?	9
The Head and Chair of Trustees reported that they did not make guardian arrangements for young people. Three young people had guardians in the country who were relatives.		

Standard 23 (23.1 - 23.4)

The Head, or a senior member of the school's staff, regularly monitors the school's records of risk assessments, punishments, complaints and accidents, to identify any issues requiring action.

Key Findings and Evidence**Standard met?**

2

Risk assessments were being developed. Information about them in the staff handbook stated that they would be monitored by the health and safety officer or designated officer. The head confirmed that as a result of monitoring which he undertook some changes had been made to the routine cleanliness of the site. The head teacher also had responsibility to monitor records of punishments, complaints and accidents and would identify any issues that required further action.

The forms that recorded punishments complaints and accidents provided opportunities for the head to sign when they had been checked. The procedure for other risk assessments needed to be further developed.

Standard 24 (24.1 - 24.8)

Meals should be provided to boarders, which are adequate in quantity, quality and choice, and provision is made for special dietary, medical or religious needs.

Key Findings and Evidence**Standard met?**

2

Meals were nutritious, reasonably balanced, and adequate in frequency, hygiene and temperature. Inspectors ate with boarders. Meal times were conducted in the traditional way. Long paper 'tablecloths' were rolled out on the carpet and young people sat on the floor. Disposable plates were used and children and staff ate with their hands. Adults served food on plates. There was no choice of food for young people at the mealtime itself, but no one spoken to reported this as a negative issue. Students reported that it was possible to express choices of food at other times. The head cook talked easily with boys and knew their likes and dislikes. Breakfast and afternoon tea were western-based meals. A general menu was seen which showed the weekly pattern of food provided. Food was delicious. Staff and boys reported chips to be a favourite at weekends. There appeared to be early and late sittings, but there was plenty of room in the dining area to accommodate all. Adults ate separately in an adjacent room.

Three members of the catering staff had updated their food hygiene certificates recently. The fourth member was due to complete the course.

There had been a food safety inspection in October 2003. The report seen identified no concerns.

Standard 25 (25.1 - 25.5) Boarders have access to drinking water in both boarding and teaching areas, and to food or the means of preparing food at reasonable times in addition to main meals.		
Key Findings and Evidence	Standard met?	3
<p>Drinking water was available at taps in boarding houses and during school day at all reasonable times. Taps with potable water were marked.</p> <p>Snacks were available to boarders at reasonable times other than mealtimes at the tuck shop. Each boarding area had a kitchenette where students could use a microwave, toaster and kettle and store some food. Students kept materials for making drinks in their rooms.</p>		

Standard 26 (26.1 - 26.5) Boarders and boarding staff should be aware of emergency evacuation procedures from boarding accommodation. The school should comply with recommendations of the Fire Service, and should regularly carry out and record risk assessments in relation to fire, together with fire drills and any routine tests recommended by the Fire Service.		
Key Findings and Evidence	Standard met?	2
<p>Boarders knew the emergency evacuation procedures from the sleeping and living areas. They confirmed that there were fire drills once a term in "boarding time".</p> <p>Recent fortnightly tests were made of emergency lighting, fire alarms and fire fighting equipment. The school employed a firm to check appliances but the recording of this could be improved. There were outstanding recommendations from the Fire Service following their inspection in April 2004. It was not clear what progress had been made towards this. The college is asked to send information about this to the CSCI.</p> <p>There was no whole school fire risk assessment</p>		

Standard 27 (27.1 - 27.3) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.		
Key Findings and Evidence	Standard met?	3
<p>Lessons began at 8.30am and the school day finished at 8pm. There was a break at 4.15 for an hour. Two hours were allocated to 'prep', one of which was devoted to Islamic education, the other to the secular courses which students were pursuing. The times of prayers were variable according to the times of the year. Inspectors observed that boys had time to relax and that staff had a committed approach to balancing work and play.</p>		

Standard 28 (28.1 - 28.2) The welfare of any children accommodated at the school, other than pupils, is protected.		
Key Findings and Evidence	Standard met?	9
The college did not offer residential activities to other children not from the school, except for the period of selecting the new pupils. In that instance the same procedures for promoting children's welfare applied.		

Standard 29 (29.1 - 29.6) Identifiably high-risk activities provided for boarders should be competently supervised and accompanied by adequate and appropriate safety measures.		
Key Findings and Evidence	Standard met?	9
The school did not offer or access "high risk" activities. Staff reported that they were considering "outward bound" type centres and inspectors support the safe use of such facilities.		

Standard 30 (30.1 - 30.5) Boarders have access to information about events in the world outside the school, and access to local facilities, which is appropriate to their age.		
Key Findings and Evidence	Standard met?	3
<p>There was little organised involvement with the local community. Students reported that they would not go out alone, but could and did take trips in taxis to the local shops and facilities accompanied by a supervisor.</p> <p>Some students were involved with leading prayers in Mosques outside the school. There was no general community involvement however, such as with local conservation groups or other forms of community service.</p> <p>The school received an English Islamic newspaper. Students listened to the radio. There was no TV.</p> <p>The physical nature of the site, separated by fields and ethos from any local community, even a nearby shop, contributed to the feeling that it was a 'different world'. This view has to be balanced by the students' return home every four weeks, the school holidays and the frequent visits to the school from those families who lived sufficiently near.</p> <p>The college itself has to assess to what extent further access to the world outside the school is appropriate to students of particular ages and consistent with the differing elements of the Islamic and Secular education it offers. There was no indication that the students or their parents were dissatisfied with the college's approach.</p>		

STAFFING

The intended outcomes for the following set of standards are:

- **Boarders are adequately supervised by staff.**
- **Staff exercise appropriate supervision of boarders leaving the school site.**
- **Boarders are adequately supervised at night.**
- **Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.**
- **Boarders are looked after by staff following clear boarding policies and practice.**
- **There are sound relationships between staff and boarders.**
- **Boarders' personal privacy is respected.**
- **There is vigorous selection and vetting of all staff and volunteers working with boarders.**
- **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.**

Standard 31 (31.1 - 31.7)

The staff supervising boarders outside teaching time should be sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved.

Key Findings and Evidence**Standard met?**

3

There were six supervisors for this group of students at the college. Four for the younger group, placed in H Block and two for the 16 and 17 year olds in New Block. Six other supervisors working with older students on the site provided some cover when needed at the weekends.

Each Supervisor had every other weekend off the duty rota. Staffing increased and decreased during the day according to the routines of the boarders. Supervisors were also teachers and known as Maulanas. They did not report working overlong hours but it was important that the college should monitor this.

Inspectors explored how the duty rota was covered found that there were no gaps, although the numbers of staff reached a minimum level rather than a higher one. Staff themselves considered that there were sufficient numbers to provide safe cover for the students. Students told inspectors that there were always plenty of staff to make contact with.

All six supervisors slept in at night, in single rooms on the same corridors as students. They were sufficient in number and satisfactory in competence. The Chair of Trustees reported that more supervisors would be needed to maintain the separate 2 common rooms, currently used by boys, in addition to the common room spaces in the main college building, as suggested by inspectors.

Staff responsible for boarders were clearly identifiable. Boarders knew who was in charge at any time and could contact them. Back up and on call arrangements worked in practice.

Standard 32 (32.1 - 32.5)
Boarders temporarily away from the school site remain under the overall responsibility of a duty member of staff, and are able to contact a member of staff in an emergency.

Key Findings and Evidence	Standard met?	2
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The school did not make overnight trips. Occasional educational trips were made to the local art gallery and Fire Station. A recreational trip was planned to go to Alton Towers.

The number of staff accompanying children on trips, described in the staff handbook, satisfied the DfES guidance on minimum ratios. (1 staff: 15-20 children aged 11 and over). People who accompanied but were not on school staff should not be allowed unsupervised access to students. The college's guidance however spoke of non-teaching adults as not being left to be in sole charge of pupils except where it has been previously agreed as part of the risk assessment. The guidance did not make it clear as to whether these non-teacher adults were members of the college staff, who would have been vetted on appointment, or whether they were not. It would not be acceptable to leave unchecked adults in sole charge. This element of practice and guidance needed to be clarified.

If only one member of staff is on a trip there should be means for back up call. The guidance required that a group leader would have details of a 'school contact' at all times, but did not spell out that the leader must have a charged mobile phone available to him throughout the visit.

There was a policy on safety and supervision of boarders during journeys. There was no school transport. Boarders, accompanied by staff, used taxis for trips or the school hired a minibus.

Standard 33 (33.1 - 33.5)
Staff should be present, and accessible to boarders as necessary, in each boarding house at night.

Key Findings and Evidence	Standard met?	3
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There was at least one member of staff sleeping in each boarding house, responsible for boarders. Staff were sensitive to the needs of the younger boarders. Students could contact staff at night by directly going to a supervisor's door or by asking a room mate to do so.

Staff on duty checked each room at night to ensure that the student was present and in bed. No formal record was kept (for example a daily fire log/register), but staff were confident that they would know who was at the school and who was on home leave.

Standard 34 (34.1 - 34.7)

All staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding.

Key Findings and Evidence**Standard met?**

3

The college has developed comprehensive job descriptions for all boarding staff, described as Teaching Staff with Boarding Duties. All were responsible to the Head Teacher. The head supervisor was in charge of inducting new supervisors. The Staff Handbook was seen as a source of essential information for the performance of the role, and the induction programme took new staff through this document on a daily basis in the first weeks. It included providing the new staff member with time to observe, and to work with an experienced staff member.

Only single men lived on site. No families or spouses stayed. All staff were currently male, though there had been female teaching staff in the past.

The head supervisor was also the child protection co-ordinator, and took responsibility for the induction of new boarding staff into the college's child protection procedures.

Inspectors heard that there was a process in place to monitor and support regularly the work of the boarding staff by the head supervisor, and saw it described within the staff handbook. This had been a verbal and informal process. The college had recently committed itself to adding a written element to this. It developed a form to indicate the areas of performance looked at and how well the tasks had been undertaken. This would then underpin the boarding staff's appraisals. At the end of the inspection, the Head showed the form to inspectors who welcomed this

There were detailed arrangements for the supervision of any contract workers on the school site within the visiting policy.

Opportunities for updating boarding practice came from the development of the college's practice, written into the staff handbook and explored with the staff by the Chair of the Trustees. The child protection co-ordinator and two other staff had also undergone distance learning with the NSPCC. It may be appropriate for the college to make contact with the Boarding Schools Association and explore with them whether any training which they offer would also be useful for supervisors in the college.

Standard 35 (35.1 - 35.4)

All staff with boarding duties are provided with up to date written guidance on the school's boarding policies and practice.

Key Findings and Evidence**Standard met?****3**

Madinaltul Uloom Al Islamiya has produced up to date written guidance on the college's boarding practice and policies. It has extended the staff handbook and covered all of the elements set out in Standard 35.3. Inspectors welcomed this development of the guidance. It must also be noted that the college did not receive a copy of the National Minimum Standards for Boarding Schools until Autumn 2003 and the work which the Chair of the Trustees, the Head Teacher and other staff have done was commendable. All staff spoken to knew of the latest version of the handbook. Inspectors were also aware that the Chair of the Trustees and the Head Teacher were anxious to ensure that any point which they had overlooked and which the inspection uncovered was remedied immediately. Small adjustments were made to some documents, and others were added to it during the inspection. Some new pieces of information were also added, such as the outlines for contracts. It appeared to be a useful and comprehensive document.

The staff handbook included the staff disciplinary procedure. This included a procedure that provided for the precautionary suspension of staff where necessary, pending an investigation, and included recognition of such a staff member's need for guidance and support during such a procedure.

Standard 36 (36.1 - 36.4)

There are sound staff/boarder relationships.

Key Findings and Evidence**Standard met?****3**

In discussion with inspectors, boys were wholehearted in their positive view of treatment by staff. Questionnaire replies showed that students regarded staff with esteem and would approach them if they needed help. The particularly high numbers of students who would be happy to talk to their supervisors (97 out of 120) was a testimony to the supervisors' commitment to students' welfare.

There was no evidence from discussion that there had been disagreements or conflict. As indicated earlier, the one example in the questionnaires of a student reporting difficulties also indicated that the student had access to adults whom he felt he could talk to, and in addition wrote positively about how the college looked after him. There was apparently a high level of harmony between students and staff.

There were no reports of, or other evidence found of, favouritism or antipathy of staff towards individuals or groups.

Standard 37 (37.1 - 37.2)**Staff supervision of boarders should avoid intruding unnecessarily on boarders' privacy.****Key Findings and Evidence****Standard met?****3**

This standard has been difficult to assess. The inspection team was wholly female and the school is 100% male. Religious and cultural restrictions made it impossible for inspectors to spend time observing boarding practice on H and New Block in the later evenings or early mornings. No boarders reported a problem with privacy either to inspectors in person or in their questionnaire replies. There was unambiguous guidance in staff handbook and within Islam about respect for personal privacy. No evidence came to light to indicate that the standard was not met.

Standard 38 (38.1 - 38.10)

Recruitment of all staff (including ancillary staff and those on a contractual/sessional basis) and volunteers who work with boarders (as defined in the Criminal Justice and Court Services Act 2000) includes checks through the Criminal Records Bureau checking system (enhanced as appropriate), with a satisfactory outcome. There is a satisfactory recruitment process recorded in writing.

Key Findings and Evidence

Standard met?

2

The college's recruitment procedure was reviewed in May 2004. The forms it had developed, which listed the steps that the college took, the information required of candidates to submit for CRB checks and the additional information that candidates had to bring to an interview, demonstrated that the college had a sound grasp of almost every element of the requirements outlined within Standard 38. In addition, the college asked applicants to bring a medical certificate and to give information about absences through sickness of five days or more in the last two years. This was required by DfES. The only shortcoming that the inspector noted was the absence of the date when the referee completed the reference form, although it was clear when it was sent out, and when it was verified. Inspectors were pleased to note that the college ensured that this gap was remedied immediately and space was made for the referee to date the form before the end of the inspection.

The inspector reviewed a sample of appointments made recently. None had been made after May 2004, consequently it was not possible to see how rigorously the college was pursuing its own system. However none appeared to have been made before CRB checks had been received. But there were shortcomings in gaining references for a staff member who had worked at the college a few years previously, had then left and reapplied, and in another instance a testimonial was used rather than a reference.

It is important that the process is transparent and up to date. When it is difficult to obtain a professional reference or personal reference from referees outside the college, because so much of the applicant's life and work has been within it, every effort must be made to find at least a personal referee. In addition, staff from the college should submit written references stating why they considered that the applicant was suitable and answer all of the questions on the reference request form.

The college has collated all of the information needed for staff applications into one place and this has aided the process of inspecting. This was welcome. It had also established a system for inspectors to sign that they had verified that all of the CRB checks had been undertaken.

The college is commended for their approach to this process and is recommended to follow the system it has devised with utmost rigour.

Standard 39 (39.1 - 39.4)

The school does not allow any member of staff (including ancillary staff, sessional/contract staff and volunteers) to work unsupervised with boarders unless that member of staff has been satisfactorily checked with the Criminal Records Bureau.

Key Findings and Evidence

Standard met?

3

Adults visiting the boarding accommodation did not have unsupervised access to boarders or their accommodation. The college's policy was clear on this matter. All practicable steps were taken not to allow unsupervised access by any adult who had not been checked.

No one lived on site that did not work at or attend the school: this obviated the need for the college to create any special terms or agreements.

PREMISES

The intended outcomes for the following set of standards are:

- **Boarders are provided with satisfactory accommodation.**
- **Boarders have their own accommodation, secure from public intrusion.**
- **Boarders have satisfactory sleeping accommodation.**
- **Boarders have satisfactory provision to study.**
- **Boarders have adequate private toilet and washing facilities.**
- **Boarders have satisfactory provision for changing by day.**
- **Boarders have access to a range of safe recreational areas.**
- **Boarders are protected from safety hazards.**
- **Boarders are suitably accommodated when ill.**
- **Boarders' clothing and bedding are adequately laundered.**
- **Boarders can obtain personal requisites while accommodated at school.**
- **The welfare of boarders placed in lodgings is safeguarded and promoted.**
- **The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.**

Standard 40 (40.1 - 40.8)

Boarding Houses (including dormitories and living areas) and other accommodation provided for boarders should be appropriately lit, heated and ventilated, suitably furnished, accessible to any boarders with disabilities, and adequately maintained.

Key Findings and Evidence

Standard met?

2

Accommodation was well lit, adequately heated and ventilated. Some areas were likely to be warmer than others in winter, due to the age and effectiveness of buildings' heating systems.

Considerable refurbishment of the two boarding houses was underway. All areas were clean, but a build up of dust affected some areas, such as bathroom window ledges and other surfaces, following the recent building work to create new toilets. This should be cleared once work has been completed. Some ceiling tiles in the boarding areas and corridors were damaged and needed replacing. There was a cleaning team of general workers. They worked to the direction of the Head and the two health and safety officers.

Decoration was adequate. There was evidence of fresh painting.

The Chair of Trustees informed inspectors that there was a plan to provide new seating in the central common room. Existing common room seating was of a variable standard.

A previous recommendation advised the school to put in place a development plan to address the rolling programme of maintenance. The Chair of Trustees informed inspectors that this would be done. Whilst accommodation and furniture, fittings and equipment were largely free from breakages, there were some bathrooms with cracked tiles and draughty gaps in windows in New block. There was a system for checking the condition of boarding areas; this should be linked with the rolling plan for maintenance. A second visit in August showed that this provision was being improved.

The atmosphere within the school was notably calm and quiet. Most areas were carpeted, shoes were not worn inside the buildings, and voices were not raised (unless playing football outside).

Standard 41 (41.1 - 41.8)
Boarding accommodation is reserved for the use of those boarders designated to use it, and protected by access by the public.

Key Findings and Evidence	Standard met?	3
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Boarders sleeping and living areas were reserved for the use of the boarders of that house. Others could enter by invitation only.

There was a clear policy restricting access to school premises and boarders by people outside the school. Inspectors heard that intruders had posed no problems; the remote setting of the college and the gates at the school's entrances were sufficient to restrict access. One of the two boarding houses was lockable at night; the other was not. One of the supervisors would usually look around the site last thing at night, but there was no surveillance during the night. The college did not consider it necessary to install window locks on the ground floor bedroom windows to prevent unlawful access.

One CCTV/ surveillance camera was in use. Despite the confidence that the college expressed, inspectors also heard that the school would like to improve security and install more. It is advised to be aware of any possible points where intrusion might occur.

The school hosted major conferences. All students returned home during these weekends or longer periods, and could only return if accompanied by their parents

Standard 42 (42.1 - 42.14)		
Sleeping accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate separation between genders, age groups and from accommodation for adults.		
Key Findings and Evidence	Standard met?	3
<p>Boarding accommodation was arranged by age: 86 boys aged from 12 to 15 years were in H block and there were 43 students of 16 and up to 18 who slept in New block. Older students, from 18 years and up to 23 years of age following additional courses, occupied two other separate, single storey, buildings.</p> <p>Bedrooms were clean and well maintained by the boys. Boarders personalised their space with rugs, posters and H-Fi equipment. Rooms appeared comfortable. Students were satisfied with their sleeping accommodation.</p> <p>There were 6 boys to a bedroom in New block, which accommodated the older students. Younger boys in H block shared rooms usually with just one other. There were a few single rooms and all were carpeted. Furniture was very variable in age and quality. Students could bring in their own drawers, cupboards and wardrobes and this led to an eclectic mix of furniture styles in any room.</p> <p>Beds were also of variable quality. The school was acting swiftly to replace some mattresses. Inspectors advised that the college should undertake an audit of furnishings. The Chair of Trustees informed inspectors that a new fee structure would include a payment to provide a new bed for each new student.</p> <p>Some bunk beds were in use for younger students. There was enough space around beds to allow for personal space and boarders were reported to prefer sharing rooms. Siblings could share.</p> <p>Supervisors had separate bedrooms on the boys' sleeping corridor. Their guidance made it clear that pastoral matters should not be dealt with within the confinement of a student or teacher's bedroom.</p> <p>Inspectors recommend that the college should also audit the quality of beds and bedding within bedrooms and of bedroom furniture and include replacement within the action plan previously referred to.</p>		

Standard 43 (43.1 - 43.2)		
Suitable facilities for both organised and private study are available to boarders.		
Key Findings and Evidence	Standard met?	3
<p>Communal study is a feature of the Islamic experience. Boys have a preparation period each evening from 6.00 till 8pm. This takes place in the school building. One half of it was devoted to Islamic studies, the other, to the secular curriculum.</p>		

Standard 44 (44.1 - 44.10)

Adequate toilet and washing facilities are readily accessible to boarders, with appropriate privacy.

Key Findings and Evidence**Standard met?****2**

Toilet and washing facilities were in the process of being extended and upgraded at the time of the inspection. This had inevitably led some to not being available to students during that period.

There were 6 toilets in New Block for 44 boys and staff. This was not sufficient, and a further 4 WCs were being installed. This would be sufficient for 50 students.

There were already 4 showers, or bathing areas; boys brought their own buckets with which to bathe. This is a traditional Islamic way of bathing, by pouring clean water over the body. There was hot and cold water. One more was being built. This provision, too, would then be sufficient for 50 boys.

There were 8 washing stools with taps that provided running water to wash with; a further set of basins was planned within the shower areas and within the new WC facilities. This should raise the number to the equivalent of one washbasin (or washing stool and tap) for each three boarders.

A staff bathroom suite, including a toilet, was in construction. This will then provide separate toilet and washing facilities for staff in the house and will meet the requirements of this standard.

In H Block, there were currently 8 toilets with a further 10 nearing completion in another part of H Block. This will result in 18 toilets for 84 students. Inspectors were told that once the other 10 had been completed the first group of 8 WCs would also be increased to 10. This would provide sufficient toilets for 100 boys. One was planned to be in use for visitors. It would not however be appropriate for women visitors and the college is urged to find another or additional place for toilet facilities for visitors. (The very good facilities in the sanatorium (sickbay) area were useable if the sanatorium was not occupied by an ill student.) Depending on whether or not the visitor's toilet in H Block remained earmarked for that purpose, there would be WC facilities for 95 or 100 students in that boarding house.

WC's were situated with reasonable access from sleeping and living areas, though younger boys on the top floor of H block had to come downstairs to use the toilet. The Chair of Trustees suggested that arrangements could be made for the youngest boys who may be worried by this. They could be moved to have bedrooms on the same ground floor as the toilets.

H Block had 8 shower or bathing areas, sufficient for only 80 boys. During the inspection work was progressing on refurbishing a new set of 5 shower or bathing areas which still awaited to be finally plumbed in. If the first set of four showers were also increased to 5 there would be sufficient shower areas for 100 students.

There were currently 10 washing stools and 10 taps for hand washing in H Block, with a further new 12 not yet plumbed in for 84 boys. There may be a shortfall in washing stools or washbasin equivalents. The college would need to ensure that there were sufficient for one such unit for each three students resident in the house.

Boys used their own soap, which they kept in their bedrooms.

Boarders confirmed that there were no queues and they were free to take showers or bathe at any point during their free time.

A new staff bathroom was nearing completion in H block. (This was completed by the end of August). This was a western style bathroom. There was an additional shower area in the laundry in H block, which was used by staff.

Staff reported that toilets were deep cleaned 4-6 weekly.

Although the provision of washing and toilet facilities was not sufficient at the time of the inspection, the evidence of work being undertaken, and the increase in numbers of facilities which this showed, indicated that the college had set its sights on meeting all of the requirements within Standard 44. The Chair of the Trustees proposed that the college should alert the CSCI as soon as all of the work was completed and invite an inspector to see it. This was a welcome suggestion. It is however recommended that the college ensures that there will be sufficient wash basins or washing stools and taps to meet the requirements of one to three students in each block. No other recommendations have been made about this standard.

Standard 45 (45.1 - 45.3)

Suitable changing provision is provided for use by day.

Key Findings and Evidence

Standard met?

3

Boarders changed in their rooms for sports or activities; there were no separate or central changing facilities.

Standard 46 (46.1 - 46.6)**Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors.****Key Findings and Evidence****Standard met?****3**

There was a range of recreational areas and common rooms available outside school time. Most boys said that they liked the sports activities on offer in the extensive grounds; others liked to play pool or table tennis in the large central common room. Inspectors saw a few students using the common rooms for quiet reading. The Chair of Trustees has said that use of these two common rooms would be discontinued, as there were not sufficient staff to supervise such rooms away from the central campus common room. Inspectors were keen to see boarders offered a choice of small group or individual activity in smaller rooms or spaces. The Chair of Trustees reported that boys could always use the library.

The common room that had been available in within H block was used as a storeroom while the refurbishment was in progress. Inspectors recommend that it might return to its former use. It provided a neutral territory for boys to talk to one another, once they had come back into their house in the evening, rather than use one another's bedrooms. Similarly, it would provide supervisors with a space to talk with students. Neither H block nor New block had any office or room within the houses that could be used as a base for supervisors. The college should explore whether this would be an appropriate additional accommodation.

The school had clear divisions between older student and younger student activities. The majority of boys spoken to enjoyed the communal aspects of school life and found positives that reflected their experience of coming from large families in living alongside peers. Their responses to the questionnaires showed how much they appreciated the increase in sporting activities that the college provided.

Boarders have access to their rooms outside school time and reported that if they wanted to be alone they would go to their rooms. Boarders reported that they did not go into staff accommodation.

Standard 47 (47.1 - 47.9)

Indoor and outdoor areas used by, or accessible to, boarders should be free from reasonably avoidable safety hazards.

Key Findings and Evidence**Standard met?**

1

The school was situated on a site that staff have worked hard to make safe and pleasant. Sleeping, living and recreational areas indoors were reasonably free from hazards to boarder's safety, e.g. trailing flexes, overloaded sockets, and unguarded heaters. The school did not carry out PAT tests, but staff reported that a visual check was done of electrical equipment brought into school by boys. Inspectors recommend that a sticker should be affixed to items that have been so checked and that the school should investigate hire of a PAT test machine.

Staff reported that safety glass was used. There were a number of broken and boarded up panes of glass. The school was largely double-glazed.

There were a large number of cordoned off broken manhole covers, and concrete surfaces were uneven. Some old, unused buildings were derelict. All these hazards had been fenced off so that students could not access them. There was a large oil filled pit in the gardeners' compound that once housed the oil tanks that supplied the school. This should be made safe.

Risk assessment systems were in need of further development. The staff have worked hard to make the school as safe as they can. A range of check lists have been developed which appeared useful, but a good risk assessment process would enable them to identify what action needs to be taken to reduce risk if it cannot be removed altogether. Health and safety and maintenance were managed by one group of staff. The school should consider a health and safety routine meeting to bring together the maintenance checklists, improved risk assessments, maintenance reporting and the planned programme of maintenance and refurbishment.

Heating and electrical systems and boiler safety were not routinely checked. Inspectors noted some unsecured and potentially unsafe areas. The school addressed these during the inspection and resolved to make safe the water tank storage room at the rear of H block. The school also took action to ensure a more frequent collection of the BIFFA industrial waste bins.

Standard 48 (48.1 - 48.4)

Suitable accommodation should be available for the separate care of boarders who are ill.

Key Findings and Evidence**Standard met?**

3

Boarders who were ill could be cared for in the designated and well-furnished Sick Bay. This allowed for the isolation of one boy if necessary and fully met the standard. Students and staff reported that boys could be looked after in their own bedrooms. Parents would collect any really sick boy.

Standard 49 (49.1 - 49.3) Adequate laundry provision is made for boarders' clothing and bedding.		
Key Findings and Evidence	Standard met?	3
There was a small laundry in H block, with two washing machines and two tumble dryers. Boarders confirmed that some used it but that many of them saved up their washing and took it home. Boys were responsible for their own linen, towels and sheets. The Chair of Trustees said that the school encouraged boys to launder their clothes regularly as they did not want a build up of dirty laundry in boys' rooms. There were good facilities for ironing in each of the wings of H block. The appearance of most of the students showed that they had acquired good skills.		

Standard 50 (50.1 - 50.2) Boarders are able to obtain minor necessary personal and stationery items while accommodated at school.		
Key Findings and Evidence	Standard met?	3
Boarders could purchase personal toiletries and stationery from the school tuck shop. There were plans to bring this into the main school as part of a planned new canteen area.		

Standard 51 (51.1 - 51.11) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked by the school before use, and are monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
The school does not arrange lodgings.		

Standard 52 (52.1 - 52.8) Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.		
Key Findings and Evidence	Standard met?	9
The school has not yet arranged any off site short stay accommodation.		

PART C

LAY ASSESSOR'S SUMMARY

(where applicable)

Empty box for Lay Assessor's Summary.

Lay Assessor _____ **Signature** _____

Date _____

D.1 Head's comments/confirmation relating to the content and accuracy of the report for the above inspection.

Please limit your comments to one side of A4 if possible

Comments and corrections were given to the inspector verbally on 1st. October, 2004.

We are working on the best way to include provider responses in the published report. In the meantime responses received are available on request.

Action taken by the CSCI in response to Head's comments:

Amendments to the report were necessary	<input type="checkbox"/>	YES
Comments were received from the Head	<input type="checkbox"/>	YES
Head's comments/factual amendments were incorporated into the final inspection report	<input type="checkbox"/>	YES
Head's comments are available on file at the Area Office but have not been incorporated into the final inspection report. The inspector believes the report to be factually accurate	<input type="checkbox"/>	NO

Note:

In instances where there is a major difference of view between the Inspector and the Head both views will be made available on request to the Area Office.

D.2 Please provide the Commission with a written Action Plan by 31st January 2005, which indicates how recommended actions and advisory recommendations are to be addressed and stating a clear timescale for completion. This will be kept on file and made available on request.

Status of the Head's Action Plan at time of publication of the final inspection report:

Action plan was required	<input type="checkbox"/>	YES
Action plan was received at the point of publication	<input type="checkbox"/>	NO
Action plan covers all the recommended actions in a timely fashion	<input type="checkbox"/>	
Action plan did not cover all the recommended actions and required further discussion	<input type="checkbox"/>	
Head has declined to provide an action plan	<input type="checkbox"/>	
Other	<input type="checkbox"/>	YES
The Head has agreed to forward an Action Plan by 31 st . January 2005.	<input type="checkbox"/>	

D.3 HEAD'S AGREEMENT

Head's statement of agreement/comments: Please complete the relevant section that applies.

D.3.1 I Mr A Hans of Madinatul-Uloom Al Islamiya confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) and that I agree with the recommended actions made and will seek to comply with these.

Print Name Mr A Hans
Signature _____
Designation Head Teacher
Date 21st. October 2004

Or

D.3.2 I Mr A Hans of Madinatul Uloom Al Islamiya am unable to confirm that the contents of this report are a fair and accurate representation of the facts relating to the inspection conducted on the above date(s) for the following reasons:

Print Name _____
Signature _____
Designation _____
Date _____

Note: In instance where there is a profound difference of view between the Inspector and the Head both views will be reported. Please attach any extra pages, as applicable.

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