

Jamia Islamia Islamic Study Centre (Hijaz College)

Welfare inspection report for a boarding school

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Inspector	Andrew Hewston / Jennie Christopher

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Purpose and scope of the inspection

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools, in order to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided.^{1,2}

Information about the school

Jamia Islamia, Hijaz College is an Islamic Boarding school, located in a large rural site. Sharing the school's 64 acre site, in close proximity, are several charitable Islamic organisation offices, known as the Hijaz community, a private law practice operated by the Principal, and a small Islamic burial site. It provides Islamic teaching and law to older students to degree level, and a range of GCSE subjects. The school's religious ethos is Sunni and Sufi.

The school is registered for 81 students and there are currently 59 students between 11 and 21 years. A majority of 45 students are boarders, with a minority of boys who live locally attending on a daily basis. The school's last welfare inspection published by Ofsted took place in October 2009.

¹ www.legislation.gov.uk/ukpga/1989/41/contents.

² www.education.gov.uk/schools/leadership/typesofschools/a00192112/boarding-schools.

Inspection judgements

Overall effectiveness	satisfactory
Outcomes for boarders	good
Quality of boarding provision and care	satisfactory
Boarders' safety	satisfactory
Leadership and management of boarding	good

Overall effectiveness

The key findings of the boarding inspection are as follows.

- The boarding provision promotes positive development of the boarders quality of lives. This is done within a caring and individualised environment.
- Accommodation is provided within a time of challenging financial arrangements for the school with a wide range of improvements being necessary. The school is attempting to respond to these but the provision is basic and does not fully meet the expectations of the standards.
- Health and safety arrangements within the boarding provision have improved dramatically since the last residential inspection. However, concerns relating to electrics and the lack of evidence of fire drills require action.
- Boarders feel safe within the school and are supported by a range of staff who are committed to their development. Some policy developments are necessary relating to safeguarding procedures and behaviour management to fully ensure boarders safety.
- Activities offered to the young people are basic and need some development in their organisation and range. The new games room is a step towards this and will be a useful resource when fully operational.
- Boarders' views are listened to within the school although the records of these require development to further show how staff respond to boarders suggestions.

Outcomes for boarders

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

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

Quality of boarding provision and care

The quality of the boarding provision at the school is of a satisfactory standard. Boarders receive a range of pastoral and academic support that encourages them to study and make the most of the boarding experience. Induction systems ensure that sufficient information is available to boarders on admission to the school. This allows staff to fully support individuals during their initial period in residence. Boarders are able to contact family and friends on a weekly basis through their own phones and additional contact arrangements can be made through the use of the main reception telephone.

There are good healthcare arrangements available for boarders who are ill, injured or have health issues. There is a dedicated staff member available for boarders who are unwell and a sick bay which is also used as the main storage area for medication. Policies and procedures relating to health care issues and medication have improved since the last inspection to support the health of the boarders. Appropriate permissions are sought from parents prior to admission to the school to ensure that health issues are raised and responded to appropriately by the staff team. Links with local health professionals are in place.

Opportunities within leisure time are limited to the ability of older students to organise activities. The facilities of a football pitch and gym area are not made full use of and boarders state that most of their leisure time is spent 'in our rooms or studying'. A new games room is currently being finished and plans are in place for a television to be available within the dining room where films are occasionally shown

on a large screen. These developments improve boarders' experience during time that is not spent studying.

Structures in place promote the ability of boarders to be involved with decision making and voicing their views within the school. These include tutor meetings, the chief executives open door policy and a student council. Records of how suggestions from boarders are responded to are not fully completed however and do not fully ensure that boarders are aware that their voice is listened to.

The accommodation is of a basic standard and poorly maintained. Residential areas are cold, windows lack curtains and do not provide sufficient privacy. Mattresses are occasionally sagging and do not allow all boarders a good night's sleep. Electrical switches and sockets are broken and may be dangerous to boarders. Furniture is however solid and there are tables in place to allow boarders to study in their rooms. Boarders themselves say that they are happy with their accommodation although they raise concerns relating to the inconsistent temperature of water in the showers.

Food provided to the boarders is of sufficient quality and quantity although there is a lack of choice. Boarders are therefore supplementing their diet through the use of the school tuck shop which is more of a small café area.

Boarders' safety

Arrangements for the safety of boarders are satisfactory. Boarders report that they feel safe within the school, stating the long driveway helped them to feel this way. Appropriate vetting procedures are completed with all staff, volunteers and over 18 year olds on the school site. Due to a recent staffing change no current staff have completed the safer recruitment training. The school has a well-thought-through safeguarding procedure that is delivered to both staff and boarders with additional information being given to those with responsibilities for caring for boarders. An instance of the school accommodating a staff member for a short period within a senior boarders' area was not appropriate.

The behaviour of boarders is positive and courteous and there is an effective behaviour management procedure in place that uses stickers to promote acceptable behaviours. Incidents of restraint within the school are extremely rare and sanctions are fully recorded within a computerised database to allow patterns in behaviours to be examined. No inappropriate sanctions are used within the school although the behaviour management policy is in need of development to ensure that all staff are aware of the limits to sanctions used. Incidents of bullying are responded to swiftly and include both perpetrator and victim in the resolution of such events.

General health and safety checks are completed. Risk assessments relating to the school buildings and activities completed within it are completed to promote safety across all of the school. Evidence relating to the schools response to a poor food standards agency inspection is not available. The lack of a recent electrical survey or

portable appliance testing raises concerns about the safety of electricians across the school site. Fire checks are completed regularly and although boarders stated that fire drills are completed there is a lack of sufficient evidence of these over 2011.

Leadership and management of boarding

The leadership and management of the boarding provision is of a good standard. The school has a recognised management structure and the statement of boarding principle gives a good awareness of the ethos of the school and its aims to both parents and boarders. Managers are aware of the strengths and weaknesses of the school and attempts to respond to those areas that require development. The school has moved forwards from the last inspection and all of the required areas of development have been responded to showing the schools awareness of the need to move forward.

There are sufficient staff available to supervise the boarders and they are strongly supported by senior boarders. Residential staff receive an appropriate level of training and are supervised within the management structure of the school. Boarding is an integral part of the school and differing staff support the residential provision. Some monitoring of the records relating to the provision is completed although this could be developed further to show when staff have audited records. Boarders are aware of how to make complaints within the school and these are recorded through tutor group records and a central record. This central record needs some development to fully show how the school responds to concerns and include the full name of boarders.

National minimum standards

The school must meet the following national minimum standards for boarding schools.

- Boarding houses and other accommodation provided for boarders complies with any requirements set out in regulations relating to school premises (as referenced in 'Boarding Schools National Minimum Standards'), is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility. Toilet and washing facilities provide appropriate privacy for boarders. (NMS 5.1)
- Schools operate safe recruitment procedures and vet staff in line with the regulatory requirements and having regard to relevant guidance (as referenced in 'Boarding Schools National Minimum Standards') issued by the Secretary of State. (NMS 14.1)
- Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) substantial and unsupervised access to children, or to boarding accommodation while occupied by children. (NMS 5.5)

- In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'. (NMS 7.2)
- The records specified in Appendix 2 ('Boarding Schools National Minimum Standards') are maintained and monitored by the school and action taken as appropriate. (NMS 13.3)

What should the school do to improve further?

- develop an appropriate range and choice of activities
- ensure boarders views regarding the school are fully recorded
- ensure the behaviour management policy includes details of all sanctions used within the school
- ensure details regarding improvements in food hygiene are available following the last Food Standards Agency visit
- ensure electrical installations and portable appliances are tested in line with the electricity at work regulations 1989.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



07/02/2012

Dear Boarders

Inspection of Jamia Islamia Islamic Study Centre (Hijaz College)

As you are aware there was recently an inspection of the schools residential provision. The provision was judged as satisfactory. This means that there were some good aspects to the boarding area and the care that you receive but that there also needs to be some improvements.

It is good that you all state that you enjoy being at the school and staying in boarding. You are kept safe through regular checks on staff and also all sanctions are fully recorded. You are all able to talk about things that you would like to improve in the school during your tutor groups but the staff need to make sure that they keep full records of these discussions.

The rooms that you stay in need to improve. They need to be warmer and also the electricity needs to be checked to make sure that you are safe. Regular fire checks are completed to improve safety and you also have drills but these need to be recorded when they happen.

You are involved with some activities in the evenings. These need to be more organised to make sure that you all get a chance to be involved with something in your own time that is not studying. The new games room is really good and I hope that you look after this area.

Thank you for being involved with the inspection and talking to us when we asked you questions. I hope that you all develop and make the most of the boarding offered by the school.

Yours sincerely

Yours sincerely,

Andrew Hewston / Jennie Christopher