



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Darul Uloom Dawatul Iman

**Harry Street
Off Wakefield Road
Bradford
BD4 9PH**

Lead Inspector
Mr Michael McCleave

Key Announced Inspection
28th November 2006 09:30

The Commission for Social Care Inspection aims to:

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

Reader Information

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

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

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

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

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

SCHOOL INFORMATION

| | |
|---|---|
| Name of school | Darul Uloom Dawatul Iman |
| Address | Harry Street Off Wakefield Road Bradford BD4 9PH |
| Telephone number | 01274 402233 |
| Fax number | |
| Email address | |
| Provider Web address | |
| Name of Governing body, Person or Authority responsible for the school | Darul Uloom Dawatul Imaan |
| Name of Head | Mr. Lorgat |
| Name of Head of Care | Mr. Ali Seedat |
| Age range of boarding pupils | 8-17 years |
| Date of last welfare inspection | |

Brief Description of the School:

Darul Uloom Dawatul Imaan is a school run on Islamic principles and all the students are male as are the staff. The boarders live in a separate building to the school that currently houses 120 boarders. The age range of boarders is 8 to 17 years. Although following the National Curriculum, the school devotes a great deal of time in the teachings of the Koran and time spent at prayer. The management of the school is lead by the Headmaster who is supported by a management team known as the Shura.

The annual fee charged to parents is £1700.

SUMMARY

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

This inspection took place over two days and prior to the inspection, a pre-planning meeting was held with the Headmaster and the Shura. Mr Paul Newman (CSCI inspector) and Mr Ian Milner (Locum inspector) were also part of the inspection team. Following the pre-planning meeting the boarders were invited to complete a questionnaire. During the inspection the following methodology was used to inform this report:

Interviews were conducted with The Headmaster and Deputy Head, the Head of Boarding, and a teacher who is a member of the boarding staff. Informal discussions took place with teaching staff. Discussions were held with boarders in a group setting as well as informally throughout the period of the inspection. In addition a full tour of the school site and internal boarding facilities took place. A number of key records were inspected. Meals were taken and observations made during free time in the evening.

The boarders said that they enjoy being at the school and they are well treated. However, some of them said that they would like to have more leisure time to play football and go out to places of interest.

Parents clearly choose to send their children to this school and the main outcome is that the children receive an education that has a strong emphasis on the Islamic faith.

The children do nevertheless, learn respect and to become good citizens in society when they leave the school.

The school does not permit any females to enter the premises due to cultural traditions. This approach will mean that the school cannot fully meet the Standards that refer to both parents being able to visit the school, either to see their child, or meet with staff to discuss issues directly concerning their child.

What the school does well:

Children are happy, confident and communicate easily with each other as well as with staff. They believe punishments and sanctions to be fair; any acts of unkindness from other children are dealt with and bullying is rare. Comments from children indicate that life at the school is a positive experience for them.

The boarding staff demonstrate a high commitment to the care and welfare of the children and are clearly very passionate about their role and responsibilities.

The Headmaster provides strong and affective leadership throughout the school and he is supported by his senior management and staff.

The views of boarders are listened to and the Headmaster and staff welcome and encourage dialogue.

The children are taught respect and high moral values.

What has improved since the last inspection?

All staff have job descriptions clearly setting out their duties and responsibilities.

Medical records are now in place for all boarders.

What they could do better:

Staff files need to have evidence of at least 2 references and evidence that telephone checks have been made with each referee.

Proof of qualifications need to be placed in staff files.

There needs to be proof of the identity of each member of staff in staff files i.e. photograph, birth certificate, and copy of passport.

A record of the interview of applicants for employment needs to be in staff files.

A record of employment history or CV needs to be in staff records.

An appraisal system needs to be established for all staff employed on boarding duties.

Staff who have first aid training need to have this renewed every three years.

More leisure areas need to be provided in the future development of the school i.e. common rooms for the boys.

The boys need to have more access to media information to inform them of the outside world i.e., newspapers, television, radio, Internet albeit with the appropriate safeguards.

More outside trips and activities should be considered in line with the policy outlined in the school handbook.

All complaints should be recorded and evidence of investigations carried out by the school should be located in student files.

Risk assessments and Crises Management plan needs to be developed.

A facility should be made available for children to meet both their parents in private.

As the opportunity arises with building development, less use should be made of bunk beds for those children beyond Year 8 and attention should be given to reducing the numbers in the dorms.

Minutes should be kept of School Council Meetings.

Records should be kept of incidents or welfare concerns in boarder's files.

The proprietor is advised to seek legal opinion about the rule at the school preventing female relatives from meeting their children in private at the school.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

DETAILS OF INSPECTOR FINDINGS

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Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

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

The Commission considers Standards 6 and 15 the key standards to be inspected.

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

6, 7, 15, 16, 17, 24, 25, 48, 49.

Quality in this outcome area is **good**.

The boarders are encouraged to live a healthy lifestyle.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school maintains adequate boarders' health records that indicate if there have been illnesses and the medication required. A local GP visits the school as required to deal with any boarder who is unwell. Staff have been trained in first aid but the records clearly show that this training is out of date having been completed more than three years ago. This needs to be attended to by the senior management.

The school has a medication policy that addresses the use of non-prescribed medication. Staff have not been trained in the administration of non-prescribed medication and they said that contact would be made with the school GP for guidance if required.

Boarders who are ill have access to a separate room within the boarding house that is adequate. However, this room would be improved if some furnishings such as a bedside table and lamp were provided.

The catering is undertaken by one person and the meals provided are overwhelmingly based on an Asian diet. A number of the children said that they would occasionally like to have a variation and have English food such as shepherds pie, roast beef and Yorkshire pudding. One boy said, "I love fish and chips". The children particularly liked having beef burgers and one said, "Pizza is great I wish we could have it". All meals are taken in the school canteen and no furniture is provided in line with Asian traditional custom. The children eat their meals sat on the carpeted floor.

There is access to drinking water and snacks at reasonable times in the school canteen.

The boarders confirmed that their clothes are properly laundered to a good standard and that their own laundered clothing and bedding is returned to them. The children all appeared dressed throughout the inspection in clean well presented traditional Asian clothing.

Staying Safe

The intended outcomes for these standards are:

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

The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

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

2, 3, 4, 5, 13, 26, 37, 38, 39, 41, 47.

Quality in this outcome area is **adequate**.

There are systems in place to ensure as far is practically possible, that the boarders are safe and staff are aware of their responsibilities towards the boarders. However, information on staff checks is limited.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

Boarders spoken to all said that bullying was not a problem at the school and they expressed confidence that staff would respond quickly about any incident of bullying. The older boys saw it as their duty to look after the younger children and to keep a close watch on their welfare. One parent did however, express some concern about some incidents of bullying and this information was shared with the Headmaster. Another boarder indicated in his questionnaire that he was regularly bullied because he did well in his studies and was therefore singled out by a number of boys for ridicule. Although the majority said that they were not bullied, 7% admitted they were subject to some form of bullying. The Headmaster and staff need to develop strategies to monitor and encourage boys to come forward with such concerns.

The school has a procedure for responding to child protection concerns that includes the contact details of other agencies. Staff have received training in child protection and there are plans in place for updated training to take place. The children said that they felt safe at the school and that staff are there to ensure their safety.

The policies on behaviour, discipline, punishments, rewards and restraint are clear to the children and staff. The management of behaviour is usually based on encouragement of acceptable behaviour and the teachings of Islam, which preaches tolerance and respect for each other. The outcome being to turn out good citizens of the future. The staff said that the children are well behaved and any transgressions are generally minor.

There is a complaints procedure and the children are encouraged to speak to any member of staff if they are worried about anything. Although there is no formal complaints book, the Headmaster said that any complaints would be recorded in the Shura book to be dealt with.

Although there is no formal prefect system in place, a senior boarder is the House Captain is responsible for ensuring that all the children behave in an acceptable manner and the older boys assist in this endeavour. One older boy said, "It is our duty to make sure that the younger boys are ok".

The school has been inspected by the Bradford Fire Service and no outstanding issues have been identified. Records of fire drills are in place and appropriate fire fighting equipment is located around the school buildings.

Staff recruitment procedures need to be reviewed to ensure that the National Minimum Standards are complied with. The system currently being operated is for staff to be appointed from within the Muslim community and no open competition takes place through advertising. Only those people who are

known to the proprietor and Headmaster are considered for positions at the school. Most come from the Islamic Institute in Dewsbury. This approach may well conflict with Employment Law and Equal Opportunities Legislation. The Proprietor is advised to seek legal advice on this issue. Although an application form is completed and CRB checks undertaken, there needs to be in each staff file:

- Evidence of two references and record of verbal or telephone checks made with the referees.
- Proof of academic or professional qualifications.
- A written record of the interview of applicants for employment.
- Proof of the identity of each member of staff i.e.-photograph, copy of passport, birth certificate.
- A record of employment or CV that includes gaps in employment and an explanation of any gaps.
- CRB checks for the Independent Listener.

Boarding accommodation is secured from access by non authorised persons and a CCTV operates outside the building.

There are no risk assessments in place although it is acknowledged that training by an independent agency is scheduled for December for all staff. High risk activities are not undertaken at the school. A Crises Management plan also needs to be developed outlining the actions to be taken in certain emergencies. The outside recreational areas are enclosed by a security wall. One window restrictor in the boarding house was damaged and the window was secured by a flex of electrical wire. This needs to be repaired to enable the window to be properly closed. Some windows had recently been repaired following an accident when the boys were playing football. However, some shards of glass still remained protruding from the window frame and could pose a safety hazard if blown out by wind, or just fall out of the frame onto a child.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

The Commission considers Standards 14 and 18 the key standards to be inspected.

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

11, 14, 18, 27, 43, 46.

Quality in this outcome area is **adequate**.

Leisure and activity time is limited due to the emphasis on religious commitments.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school is set up on Islamic religious lines and as such much of the non teaching time is set aside for religious study and prayers. The range of activities generally available to boarders is confined to football in the yard or board games in the boarding house. There is no formal sporting activity as part of the school curriculum. Evidence from questionnaires indicated that the boarders would like to be able to experience sporting activities such as football and cricket in proper sports facilities. The parent of one boarder said that her son would like to be able to pursue his hobby of painting but is not permitted to do so because of the lack of time. Other boarders said that they would like to be taken out to places of interest such as the National Museum of Cinema and Photography in Bradford, theme parks and trips out to the coast on weekends. One boy said "I want to play cricket but we have no where to play"

All the boarders spoken to confirmed that they could approach staff for support with any problem, and they knew about the independent listener who could be contacted.

The school only admits male children who follow the Muslim faith and the headmaster is confident that there are no issues of discrimination in any other areas.

There are no known onerous demands made on the boarders that affect their welfare. They are expected to spend time learning the Koran and this involves a great deal of personal commitment.

There are no areas set aside for private study and all learning is carried out either in classrooms or in the main hall. Any outdoor leisure time can only be spent in the school yard and indoor activity is limited to the dormitories within the boarding house.

Making a Positive Contribution

The intended outcomes for these standards are:

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

The Commission considers Standards 12 and 19 the key standards to be inspected.

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

12, 19, 21, 30, 36.

Quality in this outcome area is **adequate**.

Boarders are encouraged to participate in the life of the school although more access to information about life beyond the school would be beneficial.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

There is an active School Council in place and representatives are chosen from the boarders to periodically meet with the Shura to discuss issues that have been raised by other boarders. However, these meetings are not recorded and so evidence of what has been discussed can only be fed back verbally.

The boarders said that the majority of staff respond to them in a positive and friendly manner and they are satisfied about their relationship with staff.

The school does not permit females to enter the school and therefore only fathers can physically visit their sons within the school. Mothers are expected

to wait outside the school premises. This approach may conflict with legislation on Discrimination and the proprietor is advised to seek legal advice on this. The National Minimum Standards state that:

- Boarders' contact with parents and visits by parents to their children at school, at reasonable times, are facilitated within the school.

There are pay phones available for boarders' use, mobile phones are not permitted and there are no internet facilities for boarders to send e-mails to their parents by way of contact.

The school has a system for the induction of new boarders and the older boys are expected to monitor their welfare during the early part of the school year. The younger boarders spoken to said that they were initially homesick but that they were taken care of by older boys and made to feel welcome.

The school does not permit television or radio to be available to boarders and access to information about the outside world is limited. One national daily newspaper is provided in the library. The Headmaster needs to consider increasing the range of media information to be accessed by the boarders. The outcome here is that the boys are unlikely to have the opportunity to develop a balanced view of current affairs.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

The Commission considers Standard 51 the key standard to be inspected.

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

20, 40, 42, 44, 45, 50.

Quality in this outcome area is **good**.

Boarding facilities are appropriate although, space for leisure time would be beneficial.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The boarding accommodation is located on a building separate from the main school and adequate security arrangements are in place to prevent unauthorised access. Each boarder has a locker to keep personal possessions and money. There are effective systems for recording pocket money held on behalf of boarders.

The accommodation is limited to dormitories and the majority of the boarders sleep on bunk beds. This gave the impression of a degree of overcrowding in some dorms. At the time of the inspection the boarding house was clean, tidy and appropriately heated. Some younger boys did comment that their dormitory could be cold during severe winter weather. Boarders

overwhelmingly felt that life in the boarding house would be more comfortable if common rooms were provided for use during leisure times. The toilet and washing provision is at an acceptable level and boarders said that sufficient hot water is always available for showering.

There are advanced plans in place for a new school to be built on the existing site and these plans were seen during the inspection. If planning permission is granted by the local council, the boarders will have a modern school equipped with good boarding accommodation and up to date facilities including common rooms.

The school shop enables the boarders to purchase stationary and personal items at certain times during the school week.

Management

The intended outcomes for these standards are:

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

The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

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

1, 8, 9, 10, 23, 31, 32, 33, 34, 35.

Quality in this outcome area is **good**.

Boarders benefit from good leadership and management at the school.

This judgement has been made using available evidence including a visit to this service.

EVIDENCE:

There are very clear and detailed information for staff in a statement of boarding principles and practice that is written in clear terms and understood by staff.

The school is led by a committed Headmaster who is supported by a management team known as Shura. Leadership demonstrated by the Headmaster is of a high standard and there is a clear vision for the school over the next few years. It is evident that the management and staff ensure that the welfare of boarders is given first consideration and this approach is communicated throughout the school. The style of management ensures that boarding staff are clear about their roles and responsibilities and the boarders feel that the boarding is run with their welfare as the primary concern.

Although fire evacuation drills are carried out there is no Crises Management Plan in place to clearly outline the actions that staff need to take during particular emergencies such as, power failures, boiler breakdown with subsequent loss of heating, plumbing breakdowns or other serious incidents. In addition there are no Risk Assessments in place to identify risks associated with activities and strategies to counteract the risks. However, it is acknowledged that Risk Assessment training has been planned with a private training agency to take place in December for staff.

A senior member of staff is designated as the Head of Boarding and he is assisted by other resident staff in ensuring that boarders' welfare is monitored. The boarders said that there is always sufficient staff on duty during evenings and weekends and they are able to call on staff at any time. Throughout the inspection there were sufficient staff on duty and the boarders confirmed that this is always the case.

The Headmaster confirmed that the Head of Boarding periodically visits other Muslim boarding schools to learn new ideas and to share experiences. It would be beneficial if a wider experience boarding were initiated with non-Muslim boarding schools. The Headmaster is encouraged to contact the Boarding Schools Association.

There is no formal training programme in place for staff with boarding duties and the Headmaster needs to establish annual appraisal for staff in order to review their professional and personal development.

The Headmaster has provided all boarding staff with a copy of written guidance on boarding policies and practice.

Staff spoken to during the inspection demonstrated a clear understanding of their duties and it was evident that they are appropriately managed by the Head of Boarding.

SCORING OF OUTCOMES

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

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

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

"N/A" in the standard met box denotes standard not applicable

| BEING HEALTHY | |
|----------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 6 | 3 |
| 7 | 3 |
| 15 | 2 |
| 16 | 3 |
| 17 | 3 |
| 24 | 3 |
| 25 | 3 |
| 48 | 3 |
| 49 | 3 |

| STAYING SAFE | |
|---------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 2 | 3 |
| 3 | 3 |
| 4 | 3 |
| 5 | 2 |
| 13 | 3 |
| 22 | X |
| 26 | 3 |
| 28 | X |
| 29 | X |
| 37 | 3 |
| 38 | 1 |
| 39 | 2 |
| 41 | 3 |
| 47 | 2 |

| ENJOYING AND ACHIEVING | |
|-------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 11 | 2 |
| 14 | 3 |
| 18 | 3 |
| 27 | 3 |
| 43 | 3 |
| 46 | 2 |

| MAKING A POSITIVE CONTRIBUTION | |
|---------------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 12 | 3 |
| 19 | 1 |
| 21 | 3 |
| 30 | 2 |
| 36 | 3 |

| ACHIEVING ECONOMIC WELLBEING | |
|-------------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 20 | 3 |
| 40 | 3 |
| 42 | 2 |
| 44 | 3 |
| 45 | 3 |
| 50 | 3 |
| 51 | X |

SCORING OF OUTCOMES

Continued

| MANAGEMENT | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 1 | 3 |
| 8 | 3 |
| 9 | 3 |
| 10 | 3 |
| 23 | 2 |
| 31 | 3 |
| 32 | 3 |
| 33 | 3 |
| 34 | 3 |
| 35 | 3 |
| 52 | X |

Are there any outstanding recommendations from the last No. inspection?

RECOMMENDED ACTIONS

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

| No. | Standard | Recommendation | Timescale for action (Serious welfare concerns only) |
|-----|----------|---|--|
| 1 | BS2 | The issue of bullying needs to be raised and discussed with the boarders. | |
| 2 | BS5 | All complaints should be recorded and evidence of investigations carried out should be recorded. | |
| 3 | BS15 | Staff trained in first aid should have this renewed every three years. | |
| 4 | BS19 | Boarders should be able to meet their parents within the school in private. | |
| 5 | BS30 | Boarders should have more access to information about events in the world outside the school and access to local facilities, which is appropriate to their age. | |
| 6 | BS34 | There needs to be an appropriate process of appraisal for the regular review of the performance of each member of staff with boarding duties. | |
| 7 | BS38 | The recruitment records need to include: <ul style="list-style-type: none"> • A check of identity of staff against an official document. • At least two written references, including the most recent employer. • Direct contact by the school with each referee to verify the reference and for | |

| | | | |
|---|------|--|--|
| | | <p>this to be recorded.</p> <ul style="list-style-type: none"> • A written record of the interview and outcome. • Check on proof of qualifications • A full employment history including any gaps and an explanation. | |
| 8 | BS42 | As the opportunity arises less use should be made of bunk beds for those children beyond year 8. | |
| 9 | BS47 | The school needs to develop an effective system of risk assessment with written records to identify and reduce risk to boarders from inherent hazards in the school buildings, activities or grounds. | |

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