

# Darul Uloom Dawatul Imaan

Harry Street, off Wakefield Road, Bradford, West Yorkshire BD4 9PH

Inspected under the social care common inspection framework

## Information about this boarding school

Darul Uloom Dawatul Imaan is an independent Muslim boys' boarding school. It accepts boys from 11 to 25 years. The school currently has 153 pupils on roll. All pupils who attend this school also board at the school. There are currently no pupils on roll with special educational needs and/or disabilities. No pupils have a statement of special educational needs. The school does not use alternative providers or offer any other provision on a different site. The school's aim is to provide good education and produce upright citizens. The school endeavours to provide the best education through good teaching and learning principles.

**Inspection dates:** 12 to 14 February 2019

<b>Overall experiences and progress of children and young people,</b> taking into account	<b>inadequate</b>
---	-------------------

How well children and young people are helped and protected	inadequate
---	------------

The effectiveness of leaders and managers	inadequate
---	------------

There are serious and widespread failures, which mean that children and young people are not protected and their welfare is not promoted or safeguarded. The care and experiences of children and young people are poor.

**Overall judgement at last inspection:** requires improvement

**Date of last inspection:** 31 October 2016

## Key findings from this inspection

This boarding school is inadequate because:

- Insufficient action has been taken to protect pupils from physical harm.
- The shower and toilet facilities for pupils are in an unsanitary and hazardous condition. There are ongoing water leaks on both floors that accommodate boarders, causing damage to the flooring and to the walls in the shower rooms, toilets and corridors. There has been no assessment of the safety of the sanitation, hygiene, electrics and building structure in relation to the ongoing water damage.
- There are a number of failings in relation to fire safety that put the pupils at risk of harm.
- The records of fire practices fail to show that all pupils are present when they have evacuated the building. This lack of recording does not easily identify if any pupils are missing.
- There is a serious risk of harm as a result of leaking water coming into contact with electrics.
- Insufficient action has been taken to reduce risk in relation to a serious safeguarding concern which is being investigated by the police.
- The staff do not demonstrate a good understanding of how to implement safeguarding training in practice to keep pupils safe.
- The records in relation to the management of a safeguarding concern are poor and are not in line with statutory guidance.
- In relation to a safeguarding concern, there is no written risk assessment which identifies risks or how to manage and reduce any risk.
- The leaders and managers fail to escalate safeguarding concerns quickly enough to the designated officer nor do they challenge other professionals when necessary to keep pupils safe.
- The staff are not given the opportunity to reflect on their practice and the quality of the care provided. This is a missed opportunity to improve both staff practice and care for pupils.
- The staff have not received training in relation to the wider risks that pupils could face, such as 'county lines' and criminal exploitation.
- Some areas of the boarding facilities do not look cared for and do not provide boarders with a homely and welcoming environment.
- The common room on one floor has been closed for some time. There is a common room on another floor but having so many pupils accessing one room limits the space spend leisure time together and to play games.

The boarding school's strengths:

- The pupils enjoy leisure activities while they are boarding, such as football, iPad club, trips to the local shop, visits to historical sites and career presentations.
- The pupils learn how to lead a healthy lifestyle. They access doctors and hospitals when needed to ensure that their health needs are met.
- The pupils show respectful behaviour towards others.
- The pupils learn how to keep themselves safe, both online and in the community.
- The pupils learn about potential dangers, such as radicalisation and substance misuse.

## **What does the boarding school need to do to improve?**

### **Compliance with the national minimum standards for boarding schools**

The school does not meet the following national minimum standards for boarding schools:

- Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Where boarders are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls. (NMS 5.1)
- Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders. (NMS 5.3)
- Boarding houses and other accommodation provided for boarders 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. (NMS 5.4)
- The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy. (NMS 6.1)
- The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. (NMS 6.2)
- The school ensures that the welfare of the pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce

risks that are identified. (NMS 6.3)

- The school complies with the Regulatory Reform (Fire Safety) Order 2005 (NMS 7.1)
- Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish. (NMS 10.2)
- The school ensures that: arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State. (NMS 11.1)
- The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary. (NMS 13.1)
- The school's leadership and management demonstrate good skills and knowledge appropriate to their role. (NMS 13.3)
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. (NMS 13.4)
- The school's leadership and management and governance actively promote the wellbeing of pupils. (NMS 13.5)

## Recommendations

- To record the pupils who are present when they have been safely evacuated during a fire practice to ensure that all children are safely out of the building.
- To ensure that leaders and staff receive regular and effective supervision focused on pupils' experiences, needs, plans and feedback. Ensure that the supervision is recorded.
- To ensure that the emotional impact on staff of the work is recognised and managed well by leaders.
- To ensure that training is received by leaders and staff in relation to criminal exploitation of children and 'county lines' so that pupils are kept safe.

## Overall experiences and progress of children and young people: inadequate

The shower room and toilet areas for the pupils are unsanitary and unsafe. Despite previous efforts to fix plumbing problems, there are ongoing issues with leaks in the shower rooms and toilets on both levels. Some of the drains are clogged and there is stagnant water on the floor. On both boarding levels, significant amounts of water are escaping from the shower rooms and toilets onto the floors and walls in the

corridors. The water is also seeping down from one floor to another. Exposed electrical wiring, which had been taped to the ceiling in one of the shower rooms, raised further serious concerns about the safety of the children and young people as a result of the hazards posed by the poor condition of the building. The provider took action to disconnect the power to this wiring during the inspection.

The excessive amount of water damage is affecting the quality of the decor, tiles are falling off the walls in some of the shower rooms and the floor covering is coming away in some of the shower cubicles. Several of the showers and toilets on both floors have been closed due to maintenance issues. This is limiting the amount of facilities available to the many boarders. In the corridors, some of the carpet tiles are wet and are lifting off the floor. The sanitation issues and water leaks are creating a strong smell in the shower areas and corridors, particularly on the top floor. The risks to boarders from the damage and the ongoing leaks have not been professionally assessed. The water damage and blocked drains raise concerns around sanitation and hygiene, which may affect the health of boarders. Because of the water damage, concerns were raised around potential structural damage and general electrical safety in the building. There were further concerns around hazards from damaged items such as broken wall tiles, broken doors and floor coverings peeling up.

The quality of the boarding provision varies. Some areas do not look cared for and do not provide boarders with a homely and welcoming environment. Some carpets have stains on them, some areas have drawings on the walls and there are substances splattered up windows and walls. This is not providing the boarders with high expectations or reasonable standards of accommodation.

The pupils have access to recreational facilities on one floor of the accommodation, such as a common room. Due to the poor physical condition, the common room on the other floor has been out of action for around six months and has not yet re-opened. This reduces the facilities which allow this group of pupils to socialise with their peers on their floor. The feedback from pupils demonstrates that a number of the pupils do not feel that there is enough to do in their free time.

The pupils experience other activities when boarding, such as football and iPad club. As a result of activities that the pupils undertake, their life experiences widen. The places that they visit include local historical sites and careers presentations.

The pupils' feelings about their boarding experience are mixed. Some of the pupils do not feel that they are treated fairly by the staff, and others enjoy the boarding experience because they have close relationships with each other and with the staff. Most of the pupils trust their staff and feel that they can talk to them whenever they need to. This helps to ensure that the pupils maintain good emotional well-being.

The health of the pupils is good. The pupils access medical services when they need to, for example doctors and hospitals. The pupils learn how to lead a healthy lifestyle, and the importance of physical exercise and a healthy diet.

## **How well children and young people are helped and protected: inadequate**

Safeguarding procedures are ineffective. When an allegation relating to incidents of a very serious nature was made between peers, staff failed to act and the records failed to provide a clear chronology of events and a clear explanation of why decisions were made by designated safeguarding leads. It was not clear who was responsible for ensuring that the concern was appropriately reviewed and who made the records. There is no written risk assessment to demonstrate whether risks have reduced or how they are being managed. There is no evidence of any monitoring measures to continually assess the level of risk. There has been a failure to follow up concerns and gather information from other agencies so that levels of risk can be understood and properly assessed. This has put pupils at risk of harm and they continue to be at risk of harm due to ineffective action from the designated safeguarding lead.

The designated safeguarding lead has undertaken recent training around safeguarding which was provided by the local authority. Because the safeguarding lead has not transferred the learning in relation to safeguarding into practice, this has failed to prevent potential harm to boarders. The staff have undertaken some training around the additional risks that the pupils may face, such as radicalisation, substance misuse and child sexual exploitation. The staff have not yet received any training in relation to criminal exploitation or 'county lines'.

The school's leaders have failed to implement effectively their health and safety and risk assessment policies. Consequently, the continued use of the showers and toilets in their existing state has put the health, welfare and safety of pupils at risk. This is poor and neglectful practice.

The local fire and rescue service visited the school in November 2018 and the school commissioned an independent fire risk assessment in December 2018. Some action has been taken to reduce the assessed risks. However, there are a number of outstanding fire safety hazards that remain which place children at risk of significant harm.

The records of fire practices do not demonstrate that all the pupils are present after they have evacuated the building. This lack of recording does not evidence that all the pupils are safe thus, in the event of a fire, it would not be easy to identify if anyone was missing.

The pupils show respectful behaviour towards others. Most boarders experience a boarding environment where they feel that relationships are built on trust and respect. From the teaching, the pupils develop a sense of right and wrong.

The pupils learn how to keep themselves safe from harm. A range of agencies come to talk to the pupils about dangers and how to reduce risks to themselves. Pupils are taught the dangers of fire, online abuse, radicalisation, substance misuse and

bullying.

### **The effectiveness of leaders and managers: inadequate**

Leaders and managers are not providing safe and secure accommodation for the pupils.

The headteacher's and the trustees' oversight of the boarding provision is inadequate. The lack of oversight by leaders is leading to ineffective monitoring of the quality of care provided. The lack of trustee scrutiny is not helping the headteacher to identify areas of strength and areas which need to be developed.

The leaders of the school have failed to escalate concerns quickly enough in relation to a serious safeguarding allegation. The leaders have failed to challenge other professionals when information was needed to safeguard all the pupils. This hindered clear decision-making and has potentially left boarders at risk.

The staff are not given the opportunity to reflect on their practice and the quality of the care being provided. While observations of staff's practice are regularly taking place, the leaders and the staff are not receiving regular and effective supervision which is focused on the pupils' experiences, needs and feedback. This is a missed opportunity to improve care for the pupils and to develop staff's practice.

The records to monitor the pupils' social progress vary in quality. The system is new and is still being embedded. The monitoring system does not provide a baseline starting point for pupils, which makes it difficult to measure pupils' progress and achievements. The emotional well-being of boarders in some reports is not evaluated and does not provide a clear picture of their emotional welfare.

### **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the difference made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the school knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

Using the 'Social care common inspection framework', this inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

## **Boarding school details**

**Social care unique reference number:** SC050866

**Headteacher/teacher in charge:** Mohammed Lorgat

**Type of school:** Boarding school

**Telephone number:** 01274 402233

**Email address:** sap@dawatulimaan.org.uk

## **Inspectors**

Jamie Richardson: social care inspector

Simon Morley social care inspector



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019