

# Darul Uloom Dawatul Imaan

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

## Inspection dates

24–26 April 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Sixth form provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Since the previous inspection, leaders have maintained the good standards of education in the school. Leaders are continuing to develop and improve the school, including consistency in teaching between the Islamic and secular curriculum. Leaders identify literacy as an area to continue to focus on.
- Leaders ensure that teachers have opportunities to reflect on and develop their teaching. The impact of this is seen, for example, in the quality of teachers' questioning.
- Pupils achieve well overall. GCSE outcomes are higher than the national average for pupils achieving grade 5 or higher in English and mathematics. However, the most able pupils could achieve higher still.
- Pupils' behaviour is good. They conduct themselves well during school time. Pupils have positive attitudes to their learning and are punctual to lessons.
- The curriculum is split equally between Islamic studies and the secular curriculum. Leaders ensure that pupils have the opportunity to make strong progress in both aspects but agree that there are some improvements to make to the key stage 3 secular curriculum.
- Leaders ensure that pupils have access to education about life in modern Britain, other religions and cultures and life skills education. Through this, pupils can explain how they see their place in society but say that they want more opportunities to experience life in the local community and beyond.
- The sixth form is good. The head of Islamic studies and the head of the secular curriculum lead the sixth form. They ensure that the same high standards are in place as in key stages 3 and 4.
- The proprietor has ensured that the school meets the independent school standards.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Full report

### What does the school need to do to improve further?

- Improve teaching and learning and pupils' outcomes by:
  - continuing to develop teaching so that teachers challenge the most able pupils in order for them to achieve at the highest levels in both the Islamic and secular curriculums
  - further developing the whole-school approach to literacy so that, for example, spellings are corrected in the same way across the Islamic as the secular curriculum
  - improving the key stage 3 curriculum so that there is more practical science, better careers education and a greater range of sports available in the physical education (PE) curriculum.
- Improve pupils' personal development by:
  - implementing a greater range of extra-curricular opportunities for pupils to experience life in the local community
  - improving the quality and range of activities on offer in social spaces.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders ensure that the independent school standards are met.
- The proprietor and school leaders lead by example. They create an ambitious culture where pupils want to succeed. They ensure that pupils value equally the work they do in the secular curriculum and in Islamic studies. They are passionate about the school being the best it can be.
- There is a positive school environment where all pupils can flourish. Leaders ensure that there is no discriminatory, homophobic or prejudicial behaviour.
- Leaders take school improvement seriously and have a detailed action plan of how they are continuing to improve the school. For example, leaders set out what they will do and when they will do it, and then evaluate whether they have been successful.
- Leaders have in place comprehensive schemes of work and assessment systems in both curriculums that support pupils to develop their knowledge and understanding and make good progress. Consequently, pupils have a broad and balanced educational experience, where they build on prior knowledge to gain a strong understanding of the concepts being taught.
- Through accurate evaluations of the quality of teaching, leaders identify where improvements can be made. Appropriate training is then designed and delivered. For example, teachers' questioning is now a clear strength following recent training.
- Leaders ensure that pupils learn about life in modern Britain. Through a programme of assemblies, citizenship, religious education (RE) and Islamic studies, pupils cover topics such as anxiety, time management, finances, eating and exercise, safer sex and beliefs and customs.
- Parents and carers who completed Ofsted's online survey, Parent View, are positive about the school. One parent said that 'I have a lot of praise and gratitude for this wonderful school. It has helped my sons become who they are today.'
- Staff spoken with said that they enjoy working in the school and are well supported by school leaders.
- Leaders ensure that there are some extra-curricular opportunities for pupils, for example trips to places of worship and museums, that link with their studies. There are, however, too few opportunities for pupils to be involved in the local community or to meet other pupils from other schools.

### Governance

- Following the recent inspection of the boarding provision in February 2019, trustees have increased their involvement in the school. This is ensuring that issues identified are dealt with swiftly.
- Minutes from regular school meetings between trustees and senior leaders show that trustees ask leaders challenging questions. There is a regular focus on pupils' progress and on safeguarding.

- Trustees accurately evaluate the strengths and areas to further develop in the school. They have identified training needs for leaders and for themselves. For example, they have employed an external consultant to improve their knowledge of the independent school standards.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The school has a safeguarding policy that is available on the school website and is up to date with the latest guidance from the government.
- Following the inspection of the boarding provision in February 2019, arrangements for safeguarding have been further strengthened. For example, the designated safeguarding lead has joined the local authority's safeguarding leads meeting and has significantly improved his knowledge of safeguarding.
- There is a clear system for recording incidents and each incident has a chronology detailing the incident and how the school is addressing it. Actions taken are appropriate.
- Staff have a secure knowledge of how to keep pupils safe. For example, they know what to look out for if a pupil is facing a difficulty and needs help.
- The local authority 'Prevent' coordinator has a positive view of the school because they engage regularly and fully with it. Representatives from the local authority have delivered 'Prevent' training to staff and pupils.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers use questioning well. Pupils are given the opportunity to think deeply about their answers. This supports them to develop their knowledge and understanding well. Teachers know pupils well and so are able to target pupils specifically with questions to support or challenge them.
- Pupils and teachers have good relationships. This enables pupils to ask questions or attempt to answer questions without worrying about what will happen if they answer incorrectly. Teachers create a classroom environment where it is safe to take a chance.
- On the whole, teachers have good subject knowledge. This is particularly the case in mathematics and Islamic studies. Leaders say that there is further work to do to strengthen teachers' subject knowledge in some aspects of history and science.
- Pupils are taught in a range of different ways. For example, they work in groups, one-to-one with the teacher and independently. The type of activity is carefully linked to the task and supports pupils to build on their prior learning.
- Teachers use time well. Lessons are well planned and ensure that pupils have activities to interest them.
- Some teachers set homework. This occurs most frequently in Islamic studies and English. Pupils say that this homework is important because it helps them to remember, and reinforces, what they have learned.
- Teachers are providing more challenge to pupils than they were at the time of the previous inspection. This is contributing to the most able pupils achieving more. However,

there is more to do to ensure that this is consistent across all curriculum areas.

- Leaders have improved the key stage 4 science curriculum, ensuring that pupils have access to a range of practicals, including those required for GCSE science qualifications. However, there is insufficient opportunity for practical work for pupils in key stage 3. Pupils in key stage 3 also want a greater range of sports to be on offer in PE and more careers advice.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say that they feel safe and have good relationships with staff.
- Pupils are growing in confidence and value their education. They are equipped, ready to learn and punctual to lessons.
- Pupils learn, in Islamic studies, citizenship and RE and, through assemblies and external speakers, how to stay safe. Pupils are knowledgeable about how to stay safe online, fire safety and the dangers associated with alcohol, for example.
- Pupils are taught about other Muslim groups and other religions. They have a good knowledge of the protected characteristics and are respectful and tolerant of others.
- Pupils have the opportunity to go on a termly trip; however, due to the recent school closure for improvement to the boarding accommodation, some of these have been cancelled. There is room to increase the number of opportunities pupils have to experience life in the local community alongside the activities available for pupils while they are in school.

### Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well during school time and social time.
- Where there is some low-level disruption, pupils say that this is dealt with quickly. School records show that incidents of disruption are rare.
- Pupils take pride in their work and most books are presented well.
- On the whole, pupils attend well and attendance is broadly in line with the national average.

## Outcomes for pupils

**Good**

- Leaders of the Islamic curriculum and secular curriculum have designed and implemented systems to effectively track pupils' progress. Consequently, if pupils fall behind in their learning, they are quickly supported to catch up.
- Most current pupils make good and better progress in Islamic studies and the secular curriculum. This is evident in pupils' workbooks as well as through regular assessment information.
- Pupils attain well from their starting points. In the secular curriculum, GCSE attainment is

higher than the national average for grade 5 or higher in English and mathematics, for example.

- Older pupils are more aware of the career options that are available to them than younger pupils. They articulate their reasons for attending this school well. They say that they want to excel in both Islamic studies and the secular curriculum. Pupils want to give back to their communities by becoming imams and Islamic scholars, as well as having high aspirations for a range of other careers.
- Most pupils at the age of 16 remain at the school for sixth form. When pupils do leave, this is to go to college, an alternative sixth form or into the world of work.
- Pupils read well. There is a library for pupils to use, but this is not used as well as it might be.
- The most able pupils make good progress; however, they do not make as much progress as they could. Leaders have begun to tackle this but say there is more to do.

### **Sixth form provision**

**Good**

- The sixth form is well led and managed. Leaders ensure that an appropriate curriculum is in place for all students.
- Students are taught by the same teachers and to the same standards as the rest of the school. Consequently, they make the same good progress in their studies as pupils elsewhere in the school make.
- Students have opportunities to take on responsibility in school, for example leading prayers to develop their confidence in public speaking and running the tuck shop to develop their numeracy and interpersonal skills.
- Most pupils remain at the school because they want to complete their Islamic studies. They complement this with A levels in Arabic and Urdu and some study mathematics, English, sociology or chemistry. Those who do not wish to complete A levels study a vocational qualification in information and communication technology (ICT) alongside career and life skills. Pupils make good progress across these subjects.
- Pupils who need to resit GCSE mathematics and English, make progress towards a grade 4. For those pupils who struggle with this, functional skills qualifications in maths and English are also available. This means that all pupils in the sixth form leave with a qualification at level 2 in mathematics and English.
- Pupils have the opportunity to carry out work experience by taking on different roles in the school, for example as a teacher or in administration. Students say that if they want to do work experience outside the school, leaders would support them in arranging this.
- Students tend to stay in the school until they are at least 21 years old. This is the age when most complete their Islamic studies. From here, students progress into a range of different careers and some go to university.
- Retention rates in the sixth form are an improving picture but are currently below the national averages.

## School details

Unique reference number	134140
DfE registration number	380/6114
Inspection number	10103509

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent boarding school
Age range of pupils	11 to 25
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	152
Of which, number on roll in sixth form	27
Number of part-time pupils	0
Proprietor	Darul Uloom Dawatul Imaan
Chair of trustees	Omar Kholwadia
Headteacher	Mohamed Lorgat
Annual fees	£3,000
Telephone number	01274 402233
Website	<a href="http://www.dawatulimaan.org">www.dawatulimaan.org</a>
Email address	<a href="mailto:headteacher66@yahoo.co.uk">headteacher66@yahoo.co.uk</a>
Date of previous inspection	21–23 November 2017

## Information about this school

- Darul Uloom Dawatul Imaan is an independent boarding school for Muslim boys aged between 11 and 25 years old. The school selects pupils' suitability by taking into account prior attainment and entrance assessments.
- There are currently no pupils on roll with special educational needs and/or disabilities.

- The school does not use any alternative education provision.
- The school's last standard inspection took place in November 2017 and the school was judged to be good in all areas.



## Information about this inspection

- This inspection was carried out over two and a half days with half a day of notice. This inspection was brought forward in the inspection cycle, following an inadequate judgement of the boarding provision in February 2019.
- At the same time as this education inspection, an unannounced progress monitoring inspection of the boarding provision took place. The evidence from the progress monitoring inspection was not included in the evidence for this inspection.
- The inspectors toured all buildings currently being used by the school inside and out and checked the external area.
- Inspectors observed teaching in both the Islamic and secular curriculums. Most lesson observations were carried out jointly with senior leaders.
- Inspectors held meetings with senior staff, proprietors, staff and pupils. Inspectors also spoke informally with pupils.
- Inspectors observed learning and evaluated the quality of work in pupils' books. They also evaluated a range of documents and policies associated with the independent school standards.
- Inspectors took into account 20 responses and nine free-text responses to Ofsted's online questionnaire for parents, Parent View.

## Inspection team

Debbie Redshaw, lead inspector

Her Majesty's Inspector

Marian Thomas

Her Majesty's Inspector

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