

School inspection report

12 to 14 November 2024

Darul Uloom Dawatul Imaan School

Harry Street

Off Wakefield Road

Bradford

BD4 9PH

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The school's ethos and values are reflected in its policies and practice. Through these, and the visible presence of leaders and governors, pupils acquire a deep understanding of their purpose and role in the life of the school.
2. Policies and documentation are thorough and regularly reviewed to ensure they are implemented effectively. Training for all staff, supported by a variety of external professionals, is an ongoing priority for leaders and governors. Training is effective, and as a result staff are increasingly confident in their knowledge and skills.
3. Leaders are knowledgeable about the assessment of risks. They recognise risks well and take suitable mitigating actions when necessary. However, some staff do not have sufficient knowledge about identifying and responding to risks that continually change over time. As a result, they lack confidence in this area.
4. Leaders work closely with governors to review and evaluate the school's work and develop a clear, shared vision. This is formalised through ongoing self-evaluation and a comprehensive strategic development plan which actively promotes pupils' wellbeing.
5. The curriculum is well planned, combining national curriculum subjects and Islamic studies to offer a broad range of opportunities to pupils. This is successful in engaging pupils' interests, promoting thinking and developing skills. Teaching enables pupils to develop their language skills across different subjects. This helps them to become confident communicators.
6. Leaders establish supportive relationships with pupils. Staff know pupils' needs well and encourage them to think about their learning. This supports pupils to be motivated and develop understanding of their subjects and faith.
7. There is a suitable programme of extra-curricular activities on offer. However, the scope of the programme is limited, and it does not offer a wide range of choices. As a result, some pupils do not engage consistently with the available activities. This limits their learning opportunities outside the formal curriculum.
8. Leaders have put in place effective programmes for pupils' personal development. The personal, social, health and economic (PSHE) education and relationships and sex education (RSE) programmes are appropriate and taught effectively. Pupils understand important issues such as consent and good relationships.
9. Pupils are knowledgeable about mutual trust and respect for other people, regardless of their characteristics or beliefs. They have a well-developed spiritual understanding and are reflective about the world around them. This is because their faith and values are present throughout the school.
10. Behaviour is generally good, though not always. Occasionally, the behaviour policy is not implemented well enough, usually in younger age groups, and a small amount of low-level disruption occurs. When this is the case, pupils lose concentration and make less progress.

11. Leaders ensure that relevant health and safety legislation and fire regulations are followed. Boarders appreciate the strong sense of community in the boarding house. They feel safe and well-cared for. Pupils find boarding an enriching experience that is integral to their personal development and wellbeing.
12. Pupils are taught about British values and democracy effectively. As a result, pupils understand life in British society and how they can play an important role in adult life as responsible, contributing members of the community. As promoted by their faith, pupils show care and a deep sense of service to others, which is reflected in their work both within and outside the school community.
13. Arrangements for safeguarding are effective. Governors and leaders understand and fulfil their responsibilities to keep pupils safe from harm. All the necessary checks are made before a person starts work at the school and a suitable record of appointments is maintained. Pupils can approach a range of trusted adults if they are worried about anything. They are listened to and any concerns are addressed effectively.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that all staff develop the skills and knowledge they need to confidently assess and respond to risks as these change over time
- ensure that the behaviour policy is applied consistently at all times, and in all classes, in order to eliminate low-level misbehaviour in lessons, particularly in the younger age groups
- develop the programme of extra-curricular provision to extend pupils' interests and skills, and support their learning outside the formal curriculum.

Section 1: Leadership and management, and governance

14. Leaders ensure that the Islamic ethos of the school is reflected in its aims, policies and practice. Leaders create an atmosphere of calm and spirituality which encompasses values of care, trust and respect. As a result, pupils are tolerant and understanding. They value their boarding experience and the sense of belonging to a large 'family'. Leaders are highly visible and approachable, so pupils can easily speak with them.
15. Leaders are well aware of the school's strengths and areas for development. A detailed development plan is generated from systematic, ongoing self-evaluation of all aspects of the school. There is a major focus on ensuring the Standards are consistently met, with pupils' wellbeing at the core.
16. Governors know the school well. They receive regular reports and provide effective challenge for leaders by asking how pupils' wellbeing is affected by the changes they make. The chair and safeguarding governor regularly visit and spend time talking to pupils and staff. This helps them to be well informed about the impact of leaders' work. Governors also provide appropriate support for leaders, working effectively as a team.
17. All pupils are boarders. Leaders and governors are fully committed to boarding. They work closely as a team to promote equality, diversity and inclusion. Through the curriculum and pastoral systems, they create a learning environment where pupils share a sense of belonging. Leaders monitor the quality of boarding provision closely. They take prompt action to remedy any issues that arise. As a result, pupils are well looked after and safe.
18. Leaders and governors know the risks that are specific to the school and the local area well. These are regularly discussed and analysed to mitigate risks posed to pupils, especially in relation to current social issues surrounding the Prevent duty, knife crime and drugs. Leaders maintain close liaison with the local police and the local authority. They provide training so that staff have a thorough understanding of these issues. Review of risks is rigorous and ongoing, with the assistance of external professionals where appropriate. The proprietor has ensured that leaders have appropriate skills and understanding in this area. However, some staff lack knowledge and confidence in the continuous process of identifying and responding to risks as these change over time.
19. The school has appropriate policies and procedures in place, including those related to boarding. These are regularly reviewed by leaders and governors, clearly communicated and consistently implemented. This creates a safe environment where all staff know their responsibilities and report any concerns. Pupils' wellbeing is given a high priority and is constantly promoted at all levels.
20. The school has an open, transparent culture focused on pupils' wellbeing and safety. Leaders and staff constantly enhance their knowledge through regular training and effective engagement with professionals and external agencies. New teachers are supported by mentors and access external experts to develop their knowledge about teaching and learning. Pupils feel safe and happy knowing they are looked after by knowledgeable staff who care about them.
21. There is a comprehensive accessibility action plan in place with appropriate timescales. This focuses on both physical and other adjustments covering the curriculum and broader provision. The school meets its requirements under the Equality Act 2010.

22. Leaders provide the required information to parents using the school's website and through information packs. This includes details of the safeguarding and attendance policies. Parents receive regular reports each year that detail information about their child's attainment and progress.
23. Complaints are taken seriously, addressed promptly and managed in accordance with the school's policy. All complaints are carefully recorded. Governors check that the policy is implemented properly through meetings with leaders and regularly reviewing documents.

The extent to which the school meets Standards relating to leadership and management, and governance

24. **All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

25. The curriculum supports pupils' development well. The combination of national curriculum and Islamic studies enables pupils to learn about a broad range of subjects and develop their understanding of the Islamic faith. Subjects include English, mathematics, sciences, history, Urdu, art, physical education (PE) and computer science. Results at GCSE and A level are consistently above the national average. Pupils make good progress from their starting points because of the careful guidance and effective preparation provided by teachers.
26. Pupils who continue after A levels follow a separate scholarly programme of Islamic studies where they learn in depth about the teachings of Islam. This prepares them effectively to be British Muslim leaders in society.
27. Schemes of work are carefully planned so that pupils develop necessary skills and gain confidence in their learning. Leaders and governors monitor and evaluate teaching standards by observing lessons, reviewing pupils' work and regularly talking to pupils. This helps pupils to feel valued, motivating them to learn and make progress.
28. Pupils who have special educational needs and/or disabilities (SEND) are well supported by teachers who know them well and ensure that teaching meets their needs. Leaders regularly review pupils' individual education plans to ensure staff have the most up-to-date information. This helps pupils make consistent progress which is at least in line with their peers.
29. The warm relationships between teachers and pupils contribute to pupils' well-developed emotional intelligence and communication skills. The strong relationships help pupils gain confidence, which benefits their learning. For example, in biology, pupils are at ease asking sensitive questions about reproduction, which extends their knowledge and understanding.
30. Pupils develop resilience and a gentle 'can do' attitude when tackling challenging ancient texts. In Islamic studies, for example, pupils refine their musical recitations by exploring intonation and expression to convey the right emotion, meaning and beauty. This is achieved with the guidance of motivating teachers who skilfully use analogy to link in with more modern British examples.
31. Teachers have secure knowledge of the subjects they teach. They plan and manage lesson time carefully and usually manage behaviour well. Classrooms are well equipped and teachers use resources effectively to engage pupils' interest, promote thinking and develop skills. Pupils are encouraged to explore wider reading for greater understanding, for example in philosophy. Pupils are motivated to learn and produce work of a consistently high quality.
32. Teachers use careful questioning techniques to foster pupils' thinking and develop their understanding of concepts. For example, in Arabic GCSE, well-chosen questions encourage pupils to think more deeply about issues such as the positives and negatives of social media and staying safe online. This helps pupils to be precise in their answers.
33. Pupils develop secure mathematical skills during their time at the school. For example, younger pupils show confidence in handling decimals and working out percentages, applying their understanding to money when appropriate. Pupils take pride in the presentation of their work, meeting their teachers' high expectations. Pupils' work in English reflects their strong understanding of writers' use of language to communicate. Pupils are encouraged to write their own scripts and

perform them. This helps pupils to become confident communicators, developing their vocal and physical skills.

34. Pupils act upon teachers' feedback to improve their work. Teachers use the assessment framework effectively so that they know pupils' needs and to inform lesson planning. They put appropriate measures in place to address any underperformance. Pupils are given regular breakdowns of their progress. This helps to motivate them as well as to know their strengths and where they need to focus more to improve in their subjects.
35. There is a suitable programme of extra-curricular activities in place for different age groups. Pupils are free to choose any on offer at the end of the school day. Options include badminton, table tennis, board games and internet club. However, the recreational choice available to pupils is limited, with few opportunities to broaden their interests. As a result, some pupils lose interest and are not consistently engaged in learning opportunities outside lessons.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 36. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

37. Leaders promote pupils' wellbeing through well-planned PSHE and RSE programmes. Pupils are taught effectively about the importance of mutual respect for all people regardless of characteristics such as disability, faith, race and gender identity. Through RSE, pupils develop self-knowledge by learning about issues such as consent and the importance of healthy relationships. Pupils develop a strong understanding about online dangers, such as the risks associated with viewing sexually explicit material.
38. Leaders encourage pupils to be reflective and build their self-esteem, supported by their faith values. Assemblies and regular prayer support pupils to think about morals and their own spiritual beliefs. Islamic and British values are combined effectively. As a result, pupils develop awareness of the similarities that exist between the two cultures. Leaders help pupils to think empathetically so that they understand and accept people who have different views.
39. Pupils know themselves well and show determination to improve their capabilities. For example, they show great tenacity and perseverance in their written work and in learning chapters from the Qur'an. By being resolute and not giving up, pupils learn the value of resilience to achieve their aims.
40. Pupils recognise the need for exercise as part of a healthy lifestyle. They are active through physical education (PE) and sport, with competitions against other schools. The PE curriculum involves both practical and theory lessons for all pupils and is delivered by specialists. This helps pupils to develop knowledge of their physical and mental capabilities and the value of teamwork to achieve a common goal. Leaders promote healthy eating through the curriculum and carefully considered menus. Pupils eat well and enjoy their varied meals.
41. Leaders set high expectations and behaviour is generally good. A well-structured system of rewards and sanctions is understood by pupils, who believe it is fair. Tutors help pupils to talk informally about behaviour and understand why things can go wrong. From time to time, particularly in the younger year groups and towards the end of the school day, the behaviour policy is not applied consistently enough. This results in some low-level misbehaviour which affects pupils' concentration and the progress they make.
42. Pupils are knowledgeable about bullying and events such as 'anti-bullying week' serve to raise awareness. There are regular pupil-led assemblies focused on good deeds, doing the wrong thing and bullying. Bullying is rare and, if it occurs, leaders act promptly to resolve any issues.
43. Supervision is given a high priority and pupils are carefully monitored. There are robust safeguards in place to ensure no inappropriate mixing of older and younger pupils, including in the boarding house. Leaders consistently promote equality for all, which is understood and respected by pupils. This means there is no imbalance of power amongst pupils of different ages. There are different staff pupils can turn to for help, including leaders. Two independent listeners regularly visit the school to speak with pupils. This supports pupils to feel confident in raising any concerns.
44. First aid is carefully managed and appropriate medical help is readily available. All staff are trained in first aid and several, including boarding staff, are trained at an enhanced level. Leaders recognise the importance of good mental health, so staff receive training to help them support pupils in this area.

The provision of external expertise when required, such as specialist grief counselling, further supports pupils' wellbeing.

45. The premises and accommodation are maintained appropriately. The boarding house is well equipped and provides a suitable 'home from home'. Access to the school is carefully controlled. Health and safety procedures are effectively implemented. External specialists visit regularly to make checks and take any necessary remedial action. Leaders regularly monitor and review health and safety arrangements, with effective oversight by governors. Precautions are taken to reduce risks from fire. For example, staff receive regular training and fire evacuation drills are undertaken each term, including during boarding time.
46. Admission and attendance registers are kept appropriately. Staff are vigilant concerning absences and take prompt action in response, as necessary. The school informs the local authority of any pupil who joins or leaves at non-standard transition points, in line with local authority requirements.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 47. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

48. Leaders actively promote respect and inclusion through a well-planned PSHE and spiritual, moral, social and cultural (SMSC) curriculum. Pupils speak confidently about different religions and cultures and the importance of treating everyone equally. Pupils have a clear understanding of right and wrong. In religious education, pupils learn about other religions and how concepts, such as beliefs about creation in Judaism and Christianity, relate to Islam. As a result, pupils develop a strong awareness of people's differing views, traditions and beliefs. This prepares them well for life in a diverse society.
49. Pupils display genuine awareness of their social responsibilities, underpinned by the school's values and their faith. A strong sense of service to others permeates the school. Pupils help each other by preparing the dining room at mealtimes and older pupils serve food. Assemblies focus on thinking about others and how everything should be treated, including elements in the environment such as animals and trees.
50. Leaders create opportunities for pupils to engage actively in the local community. Pupils raise money for local charities and appeals, undertake street cleaning to help the environment and organise collections for the local food bank. At Christmas, pupils produce gifts and deliver them to local residents to mark the importance of the celebration. Pupils become responsible and caring citizens during their time at the school.
51. Leaders are clear that they are not just preparing pupils for religious leadership in the future. The conscious decision to introduce A levels has broadened pupils' academic and personal development to encompass leadership through apprenticeships and university routes. As a result, pupils have greater choice in terms of where they can make a difference to society.
52. Leaders ensure careers guidance is impartial so that pupils gain a balanced view of careers in different fields, including training and employment apprenticeship schemes. This is achieved through a range of visiting speakers, visits to careers fairs, assemblies and PSHE. Parents are invited to careers meetings and individual meetings to discuss pupils' plans, strengths and interests. This helps them to understand what is available and to support their child in their future pathways.
53. Boarding actively promotes British values and is organised to provide pupils with an effective framework to develop their social and economic skills. Pupils from different backgrounds learn to live together in an inclusive environment. Pupils learn about democracy and the law in PSHE, with visits to local magistrates' courts and talks from the police. Pupils are taught about money management, how to budget and debt. Effective cross-curricular links are made to broaden pupils' knowledge, for example in mathematics where pupils learn about mortgage repayments using percentages. Pupils acquire essential knowledge and life skills to become responsible young adults in British society.
54. Boarding helps pupils to learn about the importance of self-care. Skills, such as ironing safely and vacuuming, develop independence and enable pupils to be well prepared for looking after themselves when they leave school.

55. The school council provides leadership opportunities for pupils, acting as an effective forum for discussion and a vehicle for service to others. Pupils are confident they are listened to by leaders and speak enthusiastically about recent changes, such as the introduction of revised menus.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

56. All the relevant Standards are met.

Safeguarding

57. Leaders and governors work effectively to promote a positive, transparent safeguarding culture. There is an awareness that 'it could happen here' and that everyone is responsible for identifying, reporting and acting on concerns. Should an incident occur, leaders are quick to respond and engage with the relevant external agencies to safeguard pupils.
58. Detailed risk assessments, focused on access to and movement within buildings, limits contact between younger and older pupils. Appropriate use of CCTV in communal areas and clear segregation concerning sleeping arrangements are effective in mitigating risks. The school's code of conduct is known, understood and followed by pupils. Leaders understand fully the potential risks of younger pupils studying and living alongside adult pupils and mitigate them effectively.
59. Governors ensure there is effective oversight of safeguarding through careful review of policies, reports to the board and frequent visits to the school. The chair and safeguarding governor regularly meet with pupils to inform themselves about pupils' views. The safeguarding governor monitors the register of appointments and often meets with the designated safeguarding lead (DSL).
60. Leaders operate an open-door policy and are easily accessible to staff and pupils. As a result, pupils are comfortable speaking with leaders, knowing that their concerns will be listened to and acted upon. As well as trusted adults, pupils have easy access to independent listeners and anonymous helplines for support.
61. Leaders promote and facilitate ongoing, systematic training, including through a range of external professional experts. This ensures that staff are knowledgeable and confident, knowing what to do should they have a concern about a pupil or an adult. Where safeguarding concerns are raised, leaders liaise promptly and appropriately with external agencies, including the local authority, social services and the police, as required.
62. There is a thorough safeguarding induction programme for new staff, which includes online risks to pupils and those associated with the Prevent duty. Induction training promotes a secure understanding of the school's expectations and staff members' responsibilities in keeping children safe.
63. The PSHE curriculum, assemblies and visiting speakers are effective in raising pupils' awareness of safety issues and the dangers in society. Leaders provide training for pupils in the Prevent duty and areas such as speeding and driving safely. As a result, pupils are vigilant and knowledgeable about the potential risks beyond school. Pupils have a clear understanding of how to keep themselves safe online. A robust filtering and monitoring system ensures pupils do not access harmful social media. There are strict protocols in place for staff concerning the use of electronic devices.
64. Safeguarding procedures around the recruitment of staff are robust. Leaders and governors are trained in safer recruitment and all necessary pre-appointment checks are carefully completed for all staff appointments. A suitable single central record of appointments is well maintained.

The extent to which the school meets Standards relating to safeguarding

65. All the relevant Standards are met.

School details

School	Darul Uloom Dawatul Imaan School
Department for Education number	380/6114
Registered charity number	1124091
Address	Darul Uloom Dawatul Imaan School Harry Street Off Wakefield Road Bradford West Yorkshire BD4 9PH
Phone number	01274 402233
Email address	info@dawatulimaan.org
Website	www.dawatulimaan.org
Proprietor	Darul Uloom Dawatul Imaan
Chair	Mr Omar Kholwadia
Headteacher	Mr Abdurrahman Kayat
Age range	11 to 25
Number of pupils	175
Number of boarding pupils	175
Date of previous inspection	8 to 10 December 2021

Information about the school

66. Darul Uloom Dawatul Imaan School is an independent Muslim boarding school for male pupils in Bradford, West Yorkshire. Boarding accommodation is arranged on two floors of the main building. Established in 2001, the school is governed by a board of trustees.
67. The school has identified two pupils as having SEND. No pupil in the school has an education, health and care (EHC) plan.
68. The school has identified no pupils as speaking English as an additional language.
69. The school states its aims are to develop scholars who embody intellectual acumen and sincere piety, resulting from excellent secular and traditional Islamic-faith teaching. The school aims to deliver a well-rounded education that will equip them as effective faith leaders within the Muslim community and wider modern British society.

Inspection details

Inspection dates

12 to 14 November 2024

70. A team of four inspectors visited the school for two and a half days. The on-site inspection was quality assured.

71. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and the safeguarding governor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to the boarding house accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

72. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net