

Darul Hadis Latifah

Independent school standard inspection report

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| DfE registration number | 211/6389 |
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| Inspection dates | 21–22 October 2010 |
| Reporting inspector | Israr Khan |

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.^{1, 2}

Information about the school

Darul Hadis Latifah was set up in 1998 as an independent day school for Muslim boys aged 11 to 20 years. It moved to its present premises in Bethnal Green in the London Borough of Tower Hamlets in 2005. The students are mostly of Bangladeshi heritage with some pupils from Somali and Pakistani origins. Admission is by entry examination. There are 93 students of secondary school age and 20 students over the age of 18. At the time of the inspection there were no pupils in the 16 to 18 age range. There are no students with learning difficulties or a statement of educational needs. The school aims to be a 'quality independent school for Muslim children where they will be able to develop their academic talents to their full potential as well as their faith in Allah, and prepare to be good future British citizens and play a positive role in British society. The school will have a caring, family atmosphere where pupils will learn happily together.' The school was last inspected in 2007.

Evaluation of the school

The quality of the education provided by the school is satisfactory. The students make satisfactory progress and have exemplary attitudes to learning. While teaching is satisfactory overall, assessment routines and the use of assessment information have weaknesses. The students' spiritual, moral, social and cultural development is good and their behaviour is outstanding. The attention given to the students' welfare, health and safety is satisfactory. Safeguarding procedures have been updated in line with current guidance. The school has not improved the quality of education since the last inspection but there have been improvements to the washroom facilities. The school meets the vast majority of the statutory requirements for registration as an independent school.

Quality of education

The school's curriculum is satisfactory. It is broad, balanced and relevant and, as a result, ensures that students experience a suitable range of subjects. A range of Islamic courses that equip students with a deep knowledge of their faith is also provided for students both before and after they have completed their GCSE

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

examinations. The full range of these courses is currently being studied by students over the age of 18 and this is a strength of the provision.

Personal, social and health education is provided through Islamic studies and other areas of the curriculum in accordance with the school's ethos.

Satisfactory schemes of work are in place to support the teaching of National Curriculum subjects. The programmes of work that relate to the teaching of the Islamic curriculum provide sufficient basic guidance to support planning but would benefit from further development. The curriculum offers a suitable variety of learning experiences for students at Key Stage 3 and Key Stage 4. Students study for GCSE examinations in a range of subjects, although art and design and technology are not currently offered to students.

While the school arranges work placements for Year 10 students, they do not receive sufficient careers advice and guidance or support. A number of educational visits to help students in their learning are planned each year; however there is very limited provision for extra-curricular activities. Increasing the range of out-of-classroom activities to support the curriculum was also an issue identified in the inspection questionnaires for parents and carers. While most were content, a significant number of parents, carers and pupils would value a wider range of such activities.

While teaching and assessment are satisfactory overall, there are weaknesses in the assessment process and in the use of assessment information in planning. There is a wide range in the quality of teaching. In the best lessons students make outstanding progress through a sharp focus on achieving the learning objectives identified. These lessons are characterised with good humour and full engagement of the students. Students' knowledge and skills develop rapidly, thus ensuring outstanding progress. For example, in a lesson where students were learning about effective use of paragraphs, they were being 'educationally entertained' by the various humorous examples being explored by the teacher while the activity rapidly increased their understanding.

Most lessons observed were satisfactory. In such lessons, teachers often miss opportunities to involve students in group activities, for example, in debate and discussion. Where teaching was judged inadequate in a small number of lessons, work set was not explained well and the needs of more-able students were not given enough consideration.

All teaching is characterised by good relationships with students. This contributes to the students' exemplary attitudes to learning and to students making satisfactory progress in their learning. This attitude to learning ensured that progress was made even when the teaching was inadequate. While classroom resources are adequate for the subjects being taught, they would benefit from improvement.

Assessment procedures are unsatisfactory because teachers do not develop a sound understanding of students' abilities through the testing that takes place. Test results are not recorded effectively or used sufficiently well to inform the planning of lessons. The marking of students' written work is limited in both quality and quantity. Lesson planning does not always reflect the prior attainment of pupils.

Spiritual, moral, social and cultural development of pupils

In keeping with the religious ethos of the school, the spiritual, moral, social and cultural development of the students is good overall. The spiritual development of the students is outstanding. There are many opportunities for the students to reflect and value aspects of spirituality through their religious studies as there is a strong spiritual dimension throughout the school.

The moral development of the students is also outstanding, supported through teaching, learning and adherence to the Islamic faith. Good levels of attendance and the outstanding standards of behaviour throughout the school are the result of clear teacher expectations and a strong development of respect which help to develop students' moral beliefs and excellent attitudes to learning.

The limited provision of extra-curricular activities results in satisfactory opportunities for social development. The provision of citizenship within the curriculum enables students to learn about public institutions and services in England. Students enjoy school and are conscious of making a positive contribution to society. Opportunities for learning about other world cultures are satisfactory, chiefly provided through history and geography lessons. The mix of cultures and religious backgrounds of staff helps to promote tolerance and respect between different cultural traditions.

Welfare, health and safety of pupils

The school's provision for the welfare, health and safety of its students is satisfactory. Staff show care and concern for students. There is a healthy eating policy through which students are encouraged to eat healthily. A clear behaviour policy defines rewards and sanctions; pupils report that bullying is not a problem. The school has a policy relating to the health and safety of students on activities outside the school and risk assessments are undertaken.

The fire safety equipment is monitored and portable electrical appliances are tested regularly. School records show that students have few accidents and staff keep the required first-aid training updated. A suitable child protection policy is in place and the required training has been undertaken so that staff are aware of the procedures required to record concerns. The school's admission and attendance registers meet requirements. The school has prepared a plan to improve access that meets the requirements of the Disability Discrimination Act.

Suitability of staff, supply staff and proprietors

The appointment of all staff and volunteers is subject to a detailed recruitment policy. The appropriate checks have been carried out on the proprietors. The school has completed the required range of checks during the staff appointment process and maintains a single central register of all the checks undertaken.

Premises of and accommodation at the school

The premises are kept clean and tidy and classrooms are suitable for the subjects taught. There are sufficient classrooms and a new area with toilets and ablution facilities has been added to the site. There is a regularly used computer suite and a science laboratory is also provided. The school makes good use of the local library as well as the public park, both of which are immediate neighbours to the school.

Provision of information

The school meets all requirements by providing the necessary information to Parents and carers through the school website, with further information made available from the school office. The school reports on students' progress to parents, carers and others.

Manner in which complaints are to be handled

The complaints procedure meets all of the requirements. The school reports that no formal complaints were made during the last 12 months.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- provide appropriate careers guidance for students (paragraph 2(2)(g))
- ensure teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons (paragraph 3(d))
- ensure there is a framework in place to assess pupils' work regularly and thoroughly, and that information from such assessment is utilised to plan teaching so that pupils can make progress (paragraph 3(g)).

³ www.legislation.gov.uk/ukxi/2010/1997/contents/made

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- Spread best teaching practice across the school.
- Develop further the schemes of work that support the Islamic curriculum.
- Make available a range of extra-curricular activities.
- Improve the quantity and quality of resources.

INSPECTION JUDGEMENTS

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|-------------|------|--------------|------------|
| outstanding | good | satisfactory | inadequate |
|-------------|------|--------------|------------|

The quality of education

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|--|--|--|---|--|
| Overall quality of education | | | ✓ | |
| How well the curriculum and other activities meet the range of needs and interests of pupils | | | ✓ | |
| How effective teaching and assessment are in meeting the full range of pupils' needs | | | ✓ | |
| How well pupils make progress in their learning | | | ✓ | |

Pupils' spiritual, moral, social and cultural development

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|--|---|---|--|--|
| Quality of provision for pupils' spiritual, moral, social and cultural development | | ✓ | | |
| The behaviour of pupils | ✓ | | | |

Welfare, health and safety of pupils

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|--|--|--|---|--|
| The overall welfare, health and safety of pupils | | | ✓ | |
|--|--|--|---|--|

SCHOOL DETAILS

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| School status | Independent |
| Type of school | Muslim day school |
| Date school opened | 1998 |
| Age range of pupils | 11–20 years |
| Gender of pupils | Boys |
| Number on roll (full-time pupils) | 113 |
| Annual fees (day pupils) | £1,200 – £2,500 |
| Address of school | 1 Cornwall Avenue Bethnal Green London E2 0HW |
| Telephone number | 020 8980 2673 & 020 8983 3663 |
| Email address | darulhadis@hotmail.co.uk |
| Headteacher | Muhammad Hasan Chowdhury |
| Proprietor | Mufti Ala Uddin |