

Darul Uloom Dawatul Imaan

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

4–5 April 2017

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Boarding provision outcome

The school meets all of the national minimum standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a)

- The last full standard inspection in October 2015 and the subsequent progress monitoring visit of November 2016 identified that the curriculum was not implemented effectively.
- The progress monitoring inspection of November 2016 evidenced that pupils had timetabled physical education and opportunities to learn creative skills. However, weaknesses in planning meant that the curriculum was not implemented effectively.
- This inspection identified that all areas of the curriculum are implemented effectively with more careful planning and the monitoring of teaching and learning.
- These standards are now met.

Paragraph 3(b), 3(e)

- The inspection in October 2015 identified that due to teachers' lack of knowledge in the secular subjects, pupils were not interested in their work, rarely asked questions and were often not engaged in their learning.
- The progress monitoring inspection of November 2016 found that although a number of clear strategies to improve the quality of teaching had been implemented, these standards remained unmet.
- The majority of teachers, particularly the new teachers, now have a good knowledge and understanding of the subjects they are teaching. They, alongside internal and external support, have helped those teachers who are less confident in their subject knowledge gain a deeper understanding. Consequently, pupils are more engaged in learning because the work is more interesting and the questioning from teachers more challenging.

- Pupils' learning in the Islamic curriculum remains strong. Teachers have a very sound knowledge of the subjects they teach and they use this knowledge well to question pupils and make them learn at a greater depth. Pupils are enthusiastic about engaging and taking part in learning in these subjects.
- These standards are now met.

Paragraph 3, 3(a), 3(c), 3(d), 3(f), 3(g)

- The last full standard inspection in October 2015 identified that the quality of teaching was not good enough to allow pupils to make the progress they were capable of.
- The school's action plan of May 2016 anticipated that external support, new monitoring arrangements and a new marking policy and assessment system would improve the quality of teaching and learning.
- The progress monitoring inspection of November 2016 evidenced that school leaders had established a number of clear strategies to improve the quality of teaching and learning. However, these were not consistently understood and used by all staff and, as a result, pupils' learning had not improved at a fast enough rate for these standards to be met.
- This inspection identified that leaders and managers now have an accurate evaluation of the quality of teaching. The arrangements which were identified in their early stages at the last progress monitoring inspection have now impacted more effectively and the quality of teaching has improved. Intensive monitoring and external support to help school improvement has continued. However, as leaders and managers accurately evaluate, the quality of teaching is not good enough and consequently too many pupils are not making good progress, particularly in English.
- Pupils' progress in mathematics, information technology, Islamic studies and religious education are much stronger. In these subjects, teachers question pupils well to challenge them and make them think more deeply, and expectations are higher. In these lessons, teachers quickly pick up on any misunderstanding and support pupils with good explanations to help them understand.
- Senior leaders have a useful and comprehensive bespoke tracking system which collates and follows pupils' progress in both the secular and Islamic studies. Using this system, heads of department are able to follow the progress of different groups of pupils, for example the least and most able pupils. However, this information is not being taken into account by enough teachers in the secular studies when they plan lessons. Neither do some teachers adapt teaching in lessons to take into account pupils' understanding during lessons. Therefore, too frequently, pupils of different abilities and different starting points are not learning at a level that meets their needs.
- In some subjects, particularly science, a lack of resources and/or the good use of resources is affecting the quality of teaching, pupils' experiences and their understanding.
- Therefore, although progress has been made towards meeting these standards, they are not yet met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The last progress monitoring inspection of November 2016 noted that the safeguarding policy was up to date, was written in accordance with government guidelines and was available to parents. Therefore, the standards for safeguarding and standard 32(1)(c) with respect to informing parents about the policy for safeguarding were met.
- This inspection identified that the school has a website which has a comprehensive and up-to-date safeguarding policy which is available for parents to download.
- Senior leaders now ensure that safeguarding pupils is an important aspect of daily life in school. Senior leaders ensure that safeguarding is a priority and raised as an agenda item at every management meeting. Ensuring pupils' welfare at school is now a reality.
- These standards, as at the previous progress monitoring inspection, are met.

Paragraph 16, 16(a), 16(b)

- At the full standard inspection in October 2015, inspectors identified that school leaders had not taken appropriate action to identify and take action with regards to the risks to pupils' safety.
- The school's action plan of May 2016 envisaged that school leaders would ensure that all adults had the appropriate safeguarding checks and would be supervised appropriately. There was also the indication that quarterly risk assessments would take place and that advice would be sought from the Local Safeguarding Children Board.
- At the previous progress monitoring inspection in November 2016, it was identified that the majority of these actions had been put into place. However, the supervision of shower facilities shared with adult students needed to be more rigorous. This lack of rigour demonstrated that leaders had not been robust enough in managing risk over time and that these standards were not met.
- This inspection found that senior leaders and the trustees have ensured that, through the implementation of thorough risk assessments, pupils' welfare is carefully considered. Risk assessments are now well managed and cover all necessary aspects of school life, such as shower facilities and trips out of school. Risk assessments for visits outside the school grounds are detailed and pertinent to the circumstances of possible risks and hazards.
- These standards are now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- The inspection in October 2015 found that the proprietor had not ensured that all the independent school standards were met. At least 30 standards were unmet.

- The proprietor submitted an action plan to the Department for Education following the October 2015 inspection. The progress monitoring inspection of November 2016 noted that leaders and managers had followed their action plan well and many of the standards not met at the last inspection were met. It also noted that other standards remained unmet due to a lack of thoroughness with regards to continually assessing risks and the quality of teaching and learning.
- The previous progress monitoring inspection of November 2016 identified that all risks were fully addressed during the last inspection and appropriate action taken, although this was not seen to have been evidenced over time. Therefore, some of the standards remained unmet as strategies to meet them had not yet had time to have an impact, for example on the quality of education and risk assessments.
- The proprietor and senior leaders know their school well and have accurately evaluated areas for improvement.
- The proprietor and school leaders have an updated action plan now in place. External support and continuous and regular monitoring have ensured the implementation of this action plan. However, the quality of teaching in the school in some subjects, and a lack of suitable resources for learning, mean that some standards remain unmet. Therefore these standards relating to leadership are unmet.

Paragraph 34(1)(c)

- At the inspection in October 2015, the proprietor was not ensuring that the well-being of pupils was actively promoted. Leaders had not made appropriate checks on all adults and unsupervised visitors were being allowed access to the building at night. Inspectors also noted that the risk assessment policy was not implemented effectively.
- All issues raised at the first inspection were found to have been addressed in terms of planning during the previous progress monitoring inspection in November 2016 and appropriate actions taken. However, some of the standards remained unmet as the relevant strategies had not yet had time to have an impact, for example on raising the quality of education and implementing risk assessments.
- This inspection identified that the proprietor now ensures that the well-being of pupils is actively promoted. Safeguarding is a priority in the school. It is discussed at all management meetings to ensure that appropriate steps are being taken to promote the well-being of pupils. Risk assessments are now thorough and effectively implemented.
- This standard is now met.

Boarding provision

Compliance with the national minimum standards for boarding schools that were assessed during this inspection

Standard NMS 2.3

- At the last full inspection of the boarding provision in November 2016, the school identified at least one person other than a parent, outside the staff and those responsible for the leadership and governance of the school, who boarders may contact directly about personal problems or concerns at school. Boarders were informed of who this person was, and how to contact them and they were easily accessible. Boarders were also provided with one or more appropriate helpline(s) or outside telephone numbers. However, these did not include details of the Office of the Children's Commissioner, to contact in case of problems or distress.
- The school's action plan indicates that pupils would be provided with these contact details and that displays would have this information added. The target date for this was January 2017.
- Display boards now have the contact details for the Office of the Children's Commissioner. Boarders are aware of this information and can contact the Children's Commissioner. This standard is now met and the school's action plan in this regard has been implemented.
- Boarders' understanding of the role of the Children's Commissioner was poor. School leaders undertook to provide additional information and advice to boarders. Boarders were familiar with local independent listeners who visited the school and felt able to raise any concerns they had. Since the inspection in November 2016, school leaders have consulted widely with boarders and acted on the feedback received. Boarders now have an appropriate say in the running of the school.

Standard NMS 6.3

- At the last full inspection of the boarding provision in November 2016, the school did not ensure that the welfare of pupils at the school was safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, and appropriate action taken to reduce risks that were identified.
- The school's action plan indicated that all policies would be reviewed and in line with practice. Risk assessments were to be reviewed and action taken to reduce risks, and there were to be robust checks on stocks of medication. The target date for this was January 2017.
- The plan also noted the development of a system to baseline pupils' emotional, social and psychological well-being and track their progress. The target date for this was January 2017. Although school leaders have made progress towards implementing a new system for assessing and reviewing boarders' personal, social and emotional progress, the target dates in the school's action plan have not been met. However, there is ongoing management oversight and review of actions and timescales. There is a strong commitment for this system to be in place by the end of the school year.

- School leaders have reviewed key policies and risk assessments relating to fire safety, medication and use of boarding facilities by mixed age groups. There is a suitable written risk assessment policy in place. Senior leaders are taking action to ensure effective implementation of risk assessments in practice. This is having a beneficial impact on the safety and welfare of boarders. It is also improving their quality of life. This standard is now met.
- The fire risk assessment has been reviewed internally and there are appropriate checks, tests and servicing of fire equipment and the fire alarm system.
- Arrangements for the storage and administration of medication are improving and monitoring of procedures is more robust.
- Boarders' usage of toilets and showers is more suitable and takes better account of their age ranges. These facilities are no longer shared at the same time by children and adult students. This is contributing to better management of the potential risks to boarders' safety and dignity.

Standard NMS 13.1

- At the last full inspection of the boarding provision in November 2016, the school's proprietor was not effectively monitoring the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school. Within the school, the head teacher and senior leadership team were not sufficiently reviewing policies and practice. Evaluation of practice was weak.
- The school's action plan set out the intention to review and evaluate staff training, so that the designated safeguarding lead (DSL) had the requisite skills and knowledge. The target date for this was February 2017.
- The plan was also to review monitoring systems and take action to ensure that boarding provision was of good quality. The target date for this was January 2017.
- The school's action plan does not detail how levels of consultation with parents and stakeholders will be improved, but does make a commitment to including their feedback in the review of practice. The target date for this was January 2017.
- The proprietor and head teacher are ensuring that there is ongoing review of the school's action plan from the last inspection. There has been considerable progress made in a short period of time to comply with all the national minimum standards and make additional improvements.
- There is a new system of regular termly reporting to the proprietor. This includes a new termly meeting between the headteacher and trustees of the school. Consequently, there is better oversight and review of the school's performance and quality of the boarding provision. This standard is now met.
- The DSL is networking with other schools and bringing back good practice to use to improve the quality of safeguarding. Ongoing support from an external consultant is also helping raise standards. Boarding supervisors are enrolled on a Level 3 Diploma course in residential childcare. The senior leadership team meet more regularly with staff to review practice. There is more confidence in the staff team that progress is being made and there is better accountability.
- Improvements in the monitoring of risk assessments and the quality of staff meetings, additional training, consultation with boarders and more effective oversight from the proprietor are all contributing to better leadership and management.

- There are plans to consult more widely with parents to ascertain their views of the school. Although the timescales in the school's action plan have not been met, this consultation process was due to take place within two weeks of this inspection.

Compliance with regulatory requirements and national minimum standards for boarding schools

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

Part 1. Quality of education provided, *Paragraph 3, 3(a), 3(c), 3(d), 3(f), 3(g)*

- The proprietor has not ensured that teaching at the school enables pupils to make good progress. Lessons are not well planned because teachers do not take into account the needs and prior attainments of pupils. A lack of equipment in some subjects, particularly science, means that teachers cannot effectively use classroom resources.

Part 8. Quality of leadership in and management of schools, *Paragraph 34(1), 34(1)(a), 34(1)(b)*

- The proprietor has ensured that actions proposed have been implemented well and consequently many of the independent school standards are now met. A new action plan is in place and continues to be monitored and implemented well. However, the quality of education provided in some, particularly younger, year groups and in some subjects, particularly English, is not yet of a standard to allow all independent school standards to be met.

The school now meets the following independent school standards

Part 1. Quality of education provided, *Paragraph 2(1), 2(1)(a), 3(b), 3(e)*

- The proprietor has now ensured that a written policy on the curriculum is implemented effectively.
- The proprietor has ensured that the quality of education has improved so that pupils take more interest in their work and that teachers have a good knowledge and understanding of the subject matter being taught.

Part 3. Welfare, health and safety of pupils, *Paragraph 16, 16(a), 16(b)*

- The proprietor has ensured that the written risk assessment policy is now effectively implemented so that risks identified are appropriately dealt with.

Part 8. Quality of leadership in and management of schools, *Paragraph 34(1)(c)*

- The proprietor has ensured that those with leadership and management responsibilities at the school actively promote the well-being of pupils.

The school now meets the following national minimum standards for boarding schools

- The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who boarders may contact directly about personal problems or concerns at school. Boarders are informed who this person is, and how to contact them and they are easily accessible. Boarders are also provided with one or more appropriate helpline(s) or outside telephone numbers, including the Office of the Children’s Commissioner, to contact in case of problems or distress (NMS 2.3).
- The school ensures that the welfare of 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’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).

School details

Unique reference number	134140
Social care unique reference number	SC050866
DfE registration number	380/6114
Inspection number	10034191

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.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Muslim secondary
School status	Independent boarding school
Age range of pupils	11 to 25 (128 of 11–18 years, 21 of 19–25 years)
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	149
Of which, number on roll in sixth form	9
Number of part-time pupils	0
Number of boarders on roll	149
Proprietor	Darul Uloom Dawatul Imaan Ltd
Chair	Omar Kholwadia
Headteacher	Mr Mohamed Lorgat
Annual fees (day pupils)	N/A
Annual fees (boarders)	£3,000 per annum
Telephone number	01274 402 233
Website	www.dawatulimaan.org
Email address	headteacher66@yahoo.co.uk

Date of previous standard inspection

19–21 October 2015

Information about this school

- Darul Uloom Dawatul Imaan is an independent Muslim boys' boarding school. It accepts pupils from 11 to 25 years of all abilities.
- The school currently has 149 pupils on roll but has the capacity to accept up to 270 pupils. There are currently no pupils on roll who have special educational needs and/or disabilities or a statement of special educational needs.
- The school's last full standard inspection was in October 2015. A progress monitoring inspection took place in November 2016.
- The school does not use alternative providers or provide any other provision on a different site.
- The school's vision is 'all about learning and becoming better Muslims' and aims 'to provide a good education and thus produce upright citizens in a secure and holistic Islamic environment'.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspection was the second progress monitoring inspection since the school was inspected in October 2015 and judged to be inadequate. The first progress monitoring visit took place in November 2016 when several of the previously unmet independent standards were noted to have been met.
- An evaluation of the school's subsequent action plan was made in May 2016, following the inspection in October 2015 when the action plan was judged to be acceptable. School leaders have updated the action plan.
- The inspection was conducted at no notice and took place over two days. The inspection was integrated. Therefore, the boarding provision was inspected at the same time and findings included in this report.
- Inspectors met with the headteacher and senior leaders, including the head of secular studies, the head of Islamic studies, the head of boarding and the designated safeguarding lead. Both inspectors spoke to pupils in formal meetings and informally throughout the two days.
- An inspector spent time observing several lessons in a range of subjects, considered work in pupils' books and spoke to pupils about their work. These activities took place alongside the head of secular studies.
- Inspectors considered a number of documents relating to the standards being considered on this inspection – for example, external audits, the monitoring of teaching and learning, and risk assessments. Documents relating to the safeguarding of pupils were also studied, such as the single central record and minutes of meetings.

Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

Simon Morley

Social Care Inspector

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