

Darul Uloom Dawatul Imaan

Independent school standard inspection report

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Reporting inspector	Mohammad Ismail
Social care inspector	Leonard Hird

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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}

The inspection of boarding provision was carried out under the Care Standards Act 2000 having regard to the national minimum standards for boarding schools, in order to assure children and young people, parents, the public, local authorities and the government of the quality and standard of the service provided.³

Information about the school

Darul Uloom Dawatul Imaan is an independent Muslim boys' boarding school for students aged from 11 to 23 years of age in Bradford. The school opened in August 2002. Currently there are 132 students on roll, 112 of them are between the ages of 11–18 years and all of whom are British Muslims with a majority from a South Asian background. There are no students with a statement of special educational needs or who are at the early stage of learning English as an additional language. The school selects its students from those with average and above average levels of ability and students are required to sit an entrance examination. The school aims 'to provide an education in a secure and holistic Islamic environment to provide good education through good teaching and learning and upright citizens.' The school was last inspected in March 2008 and it had its previous boarding inspection in November 2006. This was the school's first joint inspection for education and boarding.

Evaluation of the school

The school meets its aims by offering a good quality of education with outstanding provision for students' spiritual, moral, social and cultural development. The provision for their welfare, health and safety is good and their behaviour is outstanding. The school meets all the safeguarding requirements and it has made good progress since its last inspection by improving its quality of education and care. It meets all the regulations for registration as an independent school. The school's boarding provision is good but it fails to meet a few regulations relating to the boarding provision.

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

³ www.opsi.gov.uk/acts/acts2000/ukpga_20000014_en_1

Quality of education

The school offers a good curriculum and there are some outstanding aspects in the detailed Islamic studies programme. The school provides for most subjects from the National Curriculum. There is a curriculum policy in place which sets out clear objectives for learning. This is supported by good quality schemes of work for both the secular and religious elements of the curriculum which meet the academic and religious needs of the students. These include good quality schemes for English, mathematics, science and information and communication technology (ICT).

For its Islamic studies provision the school has adapted *ders-e-nezami* (a theology programme) which includes different subjects such as *tajweed and tahfeez* (recitation and memorisation of the Qur'an). In addition, the life of the Prophet Muhammad with Islamic history, *hadith* (the tradition of the prophet), *fiqh* (Islamic jurisprudence) and *Islamic* beliefs are included. There is outstanding provision for learning Arabic and Urdu with Arabic grammar and literature to meet the religious requirements of the Islamic theology programme. In addition, all students have opportunities to practise the recitation of the Qur'an and *nasheeds* (Arabic religious songs).

The school's basic skills provision is good. The humanities provision is less strong. It includes citizenship, religious education and history but the provision for geography and art is less well developed. The provision for physical education (PE) is less strong but there are extra opportunities for sporting activities provided during weekends. The school offers a good quality programme for personal, social and health education (PSHE) in accordance with the school's Islamic ethos. The school offers some extra-curricular activities and outings related to the school's Islamic theology programme. For example, the students deliver weekly sermons in school/out of school in the community and organise their own discussion groups to debate different religious topics. Students exchange visits with other Muslim schools and seminaries. The school is working towards establishing links with local mainstream schools.

Students are offered careers advice with opportunities for work placements in local mosques and supplementary schools. All students at the end of Key Stage 4 have the opportunity to sit GCSE examinations in a range of different subjects. In addition, post-16 students are offered opportunities to progress into further and higher education by undertaking A levels in the school and in local colleges. All students intend to complete the Islamic theology programme to become imams and religious teachers.

The quality of teaching and assessment is good and has improved since the last inspection. Students make good progress in lessons because teachers are confident in their subject knowledge. There is suitable medium- and short-term planning in place. Teachers plan their lessons carefully, to meet the different learning needs of the students and use different teaching methods to make the work stimulating. They link work from different areas of the curriculum to consolidate students' basic skills

and lessons are well structured and proceed with a clear sense of purpose. They mostly give students challenging work and question them effectively. However, in some lessons, teachers make too much use of textbooks and work sheets. Teachers draw on previous learning and provide plenty of opportunities for discussion and problem solving. They expect their students to work hard and successfully motivate students by their own enthusiasm. They ensure good progress is made by all students. They give mostly challenging homework which effectively extends what has been learnt in lessons. Teachers and students have very good relationships. Students who find learning more difficult receive effective extra help but the provision to support and challenge more able students is not consistently good.

Students take an active part in learning activities and confidently ask questions. They use research tools, such as the internet and libraries, which help them to develop their skills in independent learning. They concentrate well and work hard in lessons. They know their levels and the degree of progress they are making.

The assessment policy is effectively implemented with regular testing and examinations. Students' progress is suitably recorded and monitored. Marking is regular but, in a few cases, provides too little guidance for students on how to improve their work. Most students are making good progress and some are doing very well. The percentage of students attaining five GCSE grades at A* to C including English and mathematics has increased in recent years. The students' progress in Islamic studies is good overall and is outstanding in some areas, such as *tajweed* and *tahfeez*.

Spiritual, moral, social and cultural development of pupils

The provision for students' spiritual, moral, social and cultural development and their behaviour are outstanding. Their attendance is very good and there are no unauthorised absences which indicates that they very much enjoy their time in school. Their attitude to learning is particularly good. They are extremely respectful, polite and well behaved in and around their classrooms. They greet visitors and their teachers courteously. They take part in regular congregational prayers and organise daily assemblies in the school, and address different social and moral topics which successfully promote their spiritual and moral development.

The school, through its good provision for basic skills, careers advice and its provision for work placements, prepares students effectively for their future lives. In addition, the school invites representatives from the local police, the prison and health services into the school to talk to students about their work. Students have good opportunities to visit institutions of further and higher education. Boarding and education staff work as a team to support students. Boarding supervisors support students with their homework. Access to the library and to the internet is available in the evening. In addition, there are some indoor sports facilities for boarders to enjoy.

The school council meets regularly and takes a notable part in the school's life. Students make a good contribution to the school by, for example, helping at dinner time in serving the food and helping in administrative work in the school office. They have opportunities to make a good contribution to the local community, for example, by taking part in street cleaning ventures and in leading prayers in local mosques. The school organises multi-faith open days which students help to organise and they meet members of the local community.

Various local dignitaries and representatives of different cultures regularly visit the school and talk to students. They learn about British institutions in, for example, citizenship, history, religious education and English lessons. The school ensures that through its Islamic studies programme students are well informed about the importance of tolerance and respect in a multicultural society and they learn to respect the law.

Welfare, health and safety of pupils

The provision for safeguarding the students' welfare, health and safety is good. All students feel safe. There is a healthy food policy and students are encouraged to eat healthy foods such as fruit and vegetables at break time. The school effectively educates students about the harmful effect of smoking and drugs. All the required policies and procedures are in place, including a safeguarding policy, and all staff including the designated officer, are trained in child protection to the required level. There are health and safety risk assessments in place for all school activities. There is a first aid policy and first aid officers are trained at the required level. The school has a fire risk assessment; all fire-fighting equipment is regularly tested and regular fire drills are conducted. The school has submitted a three-year plan which meets the requirements of the Disability Discrimination Act. The school maintains attendance and admission registers in accordance with the regulations.

Suitability of staff, supply staff and proprietors

All of the required checks have been undertaken to ensure that staff and the proprietors are suitable to work with children. The school maintains a single central register of all the required checks.

Premises and accommodation at the school

The premises and accommodation enable pupils to learn safely and securely. There are sufficient classrooms, an ICT suite, a library, a medical room, a prayer hall, a science laboratory and sufficient washroom facilities for the number of students on roll. There are suitable outdoor play areas. The school building is suitably maintained and decorated.

Provision of information

The school meets all the requirements by providing the necessary information to parents, carers and others through an up-to-date prospectus. The school reports on students' progress annually to parents, carers and others.

Manner in which complaints are to be handled

The school has a complaints policy and set of procedures, which meets all of the regulations. The school has taken steps to ensure that parents and carers are aware of these procedures.

Effectiveness of the boarding provision

Boarding provision and its organisation are good. The school has addressed all recommendations made at the last boarding inspection.

PSHE is taught through the school's curriculum and is age and faith appropriate. Residential staff discreetly support, promote and reinforce the aims and objectives of this programme. Students receive good levels of guidance on how to address substance misuse, smoking and relationships.

Students are encouraged to have a healthy lifestyle. The school, however, needs to increase the opportunities for its students to regularly take part in different physical activities.

Residential staff ensure that the students' health requirements are met. Good working relationships with the local general practitioner and other health services have been developed thereby ensuring the health needs of the students are met. Clear procedures are in place for the management, secure storage and administration of medication. However, on occasion medication recording has not been fully completed and this could lead to confusion as to whether a student has received the correct dosage. Members of the residential staff team are first aid trained and have undertaken training in medication administration. When students are unwell or have a minor accident the school keeps accurate records and any incident is managed in accordance with parents' and carers' wishes and consents.

Students' meals are traditionally prepared, cooked and eaten. A choice of traditional food is available daily and at weekends for students. The meals are wholesome in content and help towards the promotion of students' physical well-being. Special dietary needs can be catered for as required. Students are very complimentary about the food served but some indicate that a better choice at breakfast time would be welcome. Some students expressed an opinion that they would prefer a wider choice of food at the weekends. The school is addressing this by developing its menu and allowing for different types of food from a local restaurant to be brought in.

Students indicate that they are living in a safe, inviting and protective environment. There are detailed anti-bullying and complaints policies and procedures in place for use by students, parents, carers and staff. The school takes a zero tolerance approach towards bullying in all of its forms. Where it has occurred the school has addressed the issues with the parties concerned. Students indicate there are very low levels of bullying occurring and if there are any incidents of bullying happening it is quickly dealt with by staff. The school's designated person for safeguarding and child protection matters has developed effective links with the Local Safeguarding Children's Board as well as the local authority's designated officer. Good provision is made for the guidance and training of both staff and governors in all aspects of safeguarding including safer recruitment and cyber-bullying. Residential staff are aware of the relevant policies and child protection reporting procedures. The recruitment of staff is in accordance with the relevant regulations and this information is maintained on the single central register.

Good systems are in place to record, monitor and prevent risks to health and safety. Fire and safety equipment is regularly checked, with fire drills occurring appropriately. Students confirm that regular fire tests and drills take place.

Residential staff work closely with academic staff to ensure that students are given the level of support necessary for their very demanding lifestyle.

Students indicate they can influence decisions made in school regarding their lives via the school council and weekly residential meetings. Students are very complimentary about the level of support given to them while at the school. Contact is maintained with close family and friends via the internet, public telephones and regular home visits.

On arrival new students are in receipt of a good induction programme and are looked after by friendly staff. Students are informally assigned a peer mentor to help them settle in and avoid homesickness.

The standards of accommodation and facilities are satisfactory. The current building will be replaced at the start of the new academic year by a purpose-built school and accommodation block. Students confirm that they are happy with their current living accommodation. Maintenance and redecoration work is occurring to ensure the building is satisfactorily maintained until the new building is completed.

There are good equality and diversity policies and procedures in place and these underpin the school's ethos of working together. There is an open door policy that allows students to speak to staff and the headteacher at any time. The promotion of equality and diversity for this Islamic community is good.

A statement of the school's principles and practice for boarding is made available to all parents, carers, students and staff. There is an effective management structure in

place for boarding. There are risk assessments for on-site and off-site activities ensuring the safety of the students. Record-keeping systems are in place but it is essential that a more rigorous monitoring process be adopted to ensure that records are kept up to date. Staffing levels are commensurate with the current needs of the students. The organisation of the school ensures there is good communication between management, staff and students.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

In order to meet the national minimum standards (NMS) for boarding schools and associated regulations, the school should:

- ensure boarders have appropriate access to school sports, recreational and hobby facilities outside class time (NMS 11.4)
- ensure a written or electronic school record (separate from any NHS records) is kept of all medication, treatment and first aid administered to boarders, giving name, date, medication/ treatment, reason for administration (if not prescribed), which is signed by the responsible member of staff (NMS 15.12)
- ensure the school's governing body or proprietor has a system to monitor welfare provision in the school (NMS 8.2).

What the school could do to improve further

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

- improve the provision for extra-curricular activities by providing more curriculum-related educational pursuits and more outdoor sports in the evenings
- improve the provision for geography and art
- develop the provision for more able students by ensuring work is always sufficiently challenging for them.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

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

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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The quality of boarding provision

Effectiveness of boarding provision		√		
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School details

School status	Independent		
Type of school	Muslim secondary boys' boarding school		
Date school opened	12 August 2002		
Age range of pupils	11–23 years		
Gender of pupils	Boys		
Number on roll (full-time pupils)	Boys: 132	Girls: 0	Total: 132
Number on roll (part-time pupils)	Boys: 0	Girls: 0	Total: 0
Number of boarders	Boys: 132	Girls: 0	Total: 132
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (boarders)	£2,300		
Address of school	Harry Street Off Wakefield Road Bradford West Yorkshire BD4 9PH		
Telephone number	01274 402233		
Email address	headteacher66@yahoo.co.uk		
Headteacher	Mohamed Bilal Lorgat		
Proprietor	Saeed A M Patel		