

# Darul Uloom Dawatul Imaan

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

**Inspection dates** 19–21 October 2015

**Overall effectiveness** **Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for children and learners	Inadequate
Sixth form provision	Inadequate
Overall effectiveness at previous inspection (1–2 March 2011)	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- From their starting points, pupils do not make enough progress or reach the levels of attainment they are capable of.
- Teachers lack the subject knowledge and skills to enable pupils to make good progress in lessons.
- Teachers do not check pupils' understanding during lessons to make sure learning is taking place. This, and the absence of assessment information, means that teachers do not plan lessons to meet pupils' abilities.
- Pupils rarely receive feedback to find out how they can improve.
- Pupils do not have appropriate experiences outside of the school environment to help them to learn about keeping themselves safe and to have experiences of life in their locality.
- Leaders, managers and governors do not ensure that procedures are in place to safeguard pupils at all times. Neither do they fulfil their statutory duties in ensuring that all the independent school standards are met.
- Pupils, including learners in the sixth form, do not spend enough time studying English, mathematics and the creative curriculum.
- Leaders, managers and governors do not have a suitable means by which they can consistently track pupils' progress in both secular and Islamic studies.
- The quality of teaching is not regularly monitored by leaders or managers. Staff are not held to account for the lack of progress that pupils make. Teachers receive little training or support to help them improve.

### The school has the following strengths

- Parents consider their children to be happy. They say they are made to feel welcome when they visit the school.
- Relationships are good and pupils are confident that they can turn to any adult if they have any concerns.
- Pupils' behaviour is good and they are polite and courteous.
- Leaders, managers and governors have ensured that the new building has created a good learning environment.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

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

- Improve the effectiveness of leadership, management and governance by ensuring that:
  - safeguarding arrangements are a priority at all times
  - pupils' work, attainment and progress is carefully and consistently monitored
  - a system is put in place to enable pupils' work to be assessed against national norms
  - the curriculum allows enough time for pupils to make good progress in English and mathematics, to learn creative skills and to have more experience of life outside the school environment
  - the quality of teaching is monitored, teachers receive appropriate training, and that all involved in teaching are held to account for the standard of learning.
- Improve the quality of teaching so that pupils learn at a faster rate by ensuring that:
  - teachers use accurate assessments to plan lessons and assess pupils' understanding during lessons so that their needs are met
  - teachers' subject knowledge and teaching skills are improved
  - teachers check the work that pupils complete and give them feedback so they know how they can improve their work.

- The school must meet the following independent school standards.

#### Part 1 Quality of education provided

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2), is drawn up and implemented effectively (paragraph 2(1)(a)).
- Ensure full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2)(a)).
- Ensure that pupils receiving secondary education have access to accurate, up-to-date careers guidance that is presented in an impartial manner, which enables them to make informed choices about a broad range of career options, and which encourages them to fulfil their potential (paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- Ensure that where the school has pupils above compulsory school age, they are provided with a programme of activities that is appropriate to their needs and is effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2), 2(2)(g) and 2(2)(i)).
- The proprietor must ensure that the teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught. That the teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves, involves well-planned lessons and effective teaching methods, activities and management of class time, and shows a good understanding of the aptitudes, needs and prior attainments of the pupils. That the teaching ensures that these are taken into account in the planning of lessons, demonstrates good knowledge and understanding of the subject matter being taught and utilises effectively classroom resources of a good quality, quantity and range. That the teaching demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f) and 3(g)).
- The proprietor must ensure that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents, or to national norms, or to both, is in place (paragraph 4).

#### Part 2 Spiritual, moral, social and cultural development of pupils

- The proprietor must encourage the spiritual, moral, social and cultural development of pupils at the school by ensuring pupils accept responsibility for their behaviour, show initiative, and understand how

they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely, and by enabling pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England (paragraph 5, 5(b), 5(b)(iii) and 5(b)(iv)).

**Part 3 Welfare, health and safety of pupils**

- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- The proprietor must ensure that an admissions and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must ensure that the written risk assessment policy is effective and that appropriate action is taken to reduce risks (paragraph 16, 16(a) and 16(b)).

**Part 5 Premises of and accommodation at schools**

- The proprietor must ensure suitable toilet and washing facilities are provided for the sole use of pupils and that suitable changing accommodation and showers are provided for pupils who are aged 11 years or over at the start of the school year and who receive physical education (paragraph 23, 23(1), 23(1)(a) and 23(1)(c)).

**Part 8 Quality of leadership in and the management of schools**

- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role, so that the independent school standards are met consistently; that they fulfil their responsibilities effectively so that the independent school standards are met consistently; and that they actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

## Inspection judgements

### Effectiveness of leadership and management is inadequate

- Leaders, managers and governors do not have high enough expectations of teaching and the standards that pupils can reach. They show a lack of ambition in achieving excellence and in teaching and pupil outcomes.
- Senior leaders and governors have not ensured that pupils are safe throughout the day and night. Visitors who are not appropriately vetted have been allowed to stay overnight in both school buildings while unsupervised. This was a concern raised within the complaint received by the Department for Education (DfE). The school has resolved this issue as they no longer allow overnight visitors. Similarly, adult learners who reside and learn alongside younger pupils are not subject to sufficient checks or risk assessments. This compromises the safety of pupils.
- Senior leaders and governors do not monitor the progression of pupils when they have left the school. Consequently, they are not able to inform the local authority to ensure the safety of these pupils and, if required, their continued compulsory education.
- Leaders do not monitor the quality of pupils' work in order to improve the quality of teaching and learning. Teachers are not given opportunities to improve their skills through training or other forms of support. As a result, the quality of teaching is inadequate and pupils do not learn as well as they could.
- Although pupils currently study a range of secular subjects in the afternoon, the time spent studying English and mathematics does not allow them enough opportunity to improve and make good progress.
- School leaders have organised a curriculum that provides too few opportunities for pupils to experience life outside the school. Consequently, pupils do not learn how to live in modern Britain safely or how to contribute positively in a wider society. This has limited their social, moral, spiritual and cultural development.
- Pupils are assessed regularly in both the Islamic and the secular subjects. However, their progress is not measured against national or other norms. The school is, however, in the process of investing in a commercial scheme to assist with assessing the secular subjects.
- The school has worked with the local police for several years to actively promote fundamental British values. This has resulted in pupils being participants in various workshops in school, which have given them a good understanding of what fundamental British values are and why they are important.
- The local police have also encouraged the school to take part in 'Faith Walks', which they do on a regular basis. This has given pupils an insight into other cultures and beliefs. This, alongside the teaching of the beliefs of the Islamic faith, and workshops which promote fundamental British values, helps pupils learn to respect and tolerate other people's different points of view. However, this opportunity is currently restricted to pupils in Year 11 only.
- The quality of careers advice has declined. Pupils receive little information about the choices available to them when they leave school. This means that they are not able to make well-informed decisions.
- Relationships between senior leaders, governors and pupils are good. All senior leaders are keen to support pupils emotionally and to help them to improve academically.
- Parents are pleased with the work that the school does. Pupils' mothers and fathers say they are made to feel welcome when they visit the school. All parents spoken to say that they considered their children to be happy. This information refutes one of the aspects raised in the complaint to the DfE.
- **The governance of the school:**
  - Governors do not have a clear picture of the standards and progress pupils are making in the school. They do not challenge school leaders about the progress pupils make in any subject. They are also unaware that the quality of teaching is inadequate. They do not request information on performance management and therefore are not involved in improving the quality of teaching. Along with school leaders, they lack aspirational targets for pupils' academic success, despite the majority of pupils joining the school with above average abilities. The governors oversee the financial aspects of the school. They have arranged finances so that the new building is well equipped to meet the needs of pupils. They are also in the process of refurbishing toileting and ablution facilities in the older building. Leaders, managers and governors do not fulfil their statutory duties by ensuring that all the independent school standards are met.
  - The arrangements for safeguarding pupils are not effective. Governors have failed to ensure pupils' safety at all times.
  - The single central register meets requirements. Governors ensure that fire regulations are met and the

building is physically a safe and appropriate learning and living environment for the pupils to be in.

## Quality of teaching, learning and assessment

is inadequate

- Teachers do not have enough knowledge about the secular subjects that they teach. As a result, they are ill-equipped to help pupils learn. Pupils rarely ask questions, but when they do, teachers struggle to answer with any clarity or depth.
- Teachers do not have the skills to help pupils make the progress that they should be making. They are unable to provide challenge to pupils, and do not plan lessons that enable learning of any value to take place. Often little work is completed in a 40-minute lesson.
- Teachers do not use accurate assessments to plan lessons, nor do they check pupils' understanding during lessons. As a result, pupils are generally working at a level that is too easy for them.
- Teachers rarely look at pupils' books, which are untidy and contain frequent mistakes in grammar, spelling and mathematics. Teachers provide insufficient feedback to pupils on their work and the standards that they should aim for.
- Limited resources in some subjects, such as physical education and science, hinder learning. For example, pupils in a science lesson struggled to understand a concept they were trying to learn from a textbook as it had no practical application and there was no other visual support to help them.
- Teachers who teach the Islamic subjects have a deeper knowledge of their subject than other teachers. This enables them to answer questions pupils pose and to question pupils about what they are learning. This supports pupils' learning so that they have a better understanding of the subject matter.
- Teachers have fostered good relationships. Some activities stimulate and engage pupils, and they are eager to learn. Pupils were highly engaged when debating who they should parachute out of the hot air balloon first when there was not enough room for everyone in the balloon. However, the lack of teacher focus on learning often means that meaningful learning does not take place.

## Personal development, behaviour and welfare

are inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Although pupils say they feel safe, leaders and governors have not taken appropriate action to ensure pupils' safety at all times, for example, in making appropriate checks on unsupervised adults.
- As expectations from leaders and teachers are often too low, pupils are not always focused on becoming successful learners.
- Pupils lack self-confidence at times, particularly when speaking to visitors, in group situations, or in a lesson. They are too often reluctant to speak. There are too few opportunities for pupils to speak to people outside their own school environment to enable them to gain more confidence when speaking in different situations.
- Pupils know how to keep themselves safe when using the internet. They are informed that they should avoid dangers such as drugs, but do not have a thorough understanding of why. The lack of opportunity to experience situations outside their school environment means they do not learn to keep themselves safe in a wide range of situations.
- Pupils develop good relationships in the school and they say they settle in quickly. Pupils comment on their dormitories being 'like a family'.

### Behaviour

- The behaviour of pupils is good. Pupils comment that there is very little bullying in school.
- Pupils' behaviour is orderly and controlled as they move around the school buildings. They are polite and courteous at all times, good manners being seen as an essential part of daily life. Pupils need very little supervision, and do not need adults to be around to maintain these levels of behaviour and courtesy.
- Leaders and teachers have very high expectations of levels of behaviour. Even minor indiscretions, such as being late for a lesson, are noted in the sanctions book, with a note made to monitor the pupil. However, pupils generally arrive promptly to lessons and move around the school quickly and without fuss.
- Disruption in lessons or around the school is rare. Any inappropriate behaviour manifests itself in minor

actions, such as defacing books or drawing on desks. This is generally due to the lack of engagement in learning due to poor teaching.

- Attendance is good.

## Outcomes for children and learners

are inadequate

- Pupils do not make adequate progress. The standards they reach by the time they undertake GCSEs, A levels and other qualifications is below that expected for pupils of their age and ability.
- In 2015, only half of the pupils achieved five GCSEs at A\* to C grades, including English and mathematics. In 2014, 75% gained 5 GCSEs at A\* to C grades. Although these figures are broadly in line with all other pupils nationally, this does not represent good progress from these pupils' starting points.
- Pupils have made inadequate progress in mathematics for at least the past two years. Only 22% made the progress expected of them in 2014, and none made the progress expected of them this year. Only 50% of pupils gained a GCSE in 2015. There has been some disruption to the teaching of mathematics due to the absence of a teacher; this has had a direct result on pupils' progress. At the time of the inspection, the issue had not been resolved.
- In 2015, 89% of pupils made expected progress and gained a GCSE A\* to C grade in English. This compares favourably with other pupils, both nationally and with the previous year, when only 50% of pupils made expected progress. All subjects, except the memorisation of the Qur'an, are taught in English.
- In other subjects such as computing and technology, history, religious education and Urdu, 67% of pupils gained an A\* to C grade at GCSE. This does not represent adequate attainment or progress from their starting points, and does not adequately prepare them for the next stage of their education, training or employment.
- Work in pupils' books across all year groups and in a range of subjects demonstrates that they are not making the progress they should be making, nor reaching standards that they are capable of.
- In Islamic studies, pupils take different study courses. Generally half of the pupils in each year group study the Qur'an through recitation and memorisation. All pupils who study this course generally make good progress towards reciting the Qur'an. Other pupils study *hadith*, the life of the Prophet Muhammad, including Islamic traditions and beliefs.

## The sixth form provision

is inadequate

- Leaders and managers do not ensure that learners receive effective impartial careers guidance. This limits their opportunities to make informed choices.
- Learners without GCSE A\* to C grades in English and mathematics do not continue their studies in these subjects as required.
- Learners in the sixth form do not all undertake an A level examination or other appropriate qualifications. Those who do study A levels only do so in Arabic and Urdu, and too few achieve well in these tests. For example, less than 50% of learners who took Arabic in 2015 gained an A\* to C grade.
- Options for learners are limited to just two A level study programmes and a vocational Islamic programme, thus limiting their opportunities in the next steps of their education, training or employment.
- Senior leaders do not set high expectations of learners. Learners make slow progress through A level study programmes and take too long to complete them.
- Leaders and governors do not monitor the quality of teaching in the sixth form, and therefore actions to improve the quality of teaching are not taken.
- The quality of teaching in the sixth form provision is not good enough to allow learners to make the progress they are capable of.
- Learners enjoy their Islamic studies and many aspire to become an imam.
- Learners discuss topical issues relevant to Britain and abroad. They learn about fundamental British values and have a basic understanding of them. Learners discussed, for example, how they learn about obeying the law of the land and respecting the beliefs of others.
- Learners are well behaved and polite as they move around the school and greet visitors. However, leaders and governors have not taken the required steps to ensure the safety of these students at all times during the day and night.

## School details

<b>Unique reference number</b>	134130
<b>Inspection number</b>	10006340
<b>DfE registration number</b>	380/6114

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.

<b>Type of school</b>	Muslim secondary
<b>School status</b>	Independent
<b>Age range of pupils</b>	119 (11–18 years) 49 (19–25 years)
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in the sixth form</b>	Boys
<b>Number of pupils on the school roll</b>	168
<b>Of which, number on roll in sixth form</b>	14
<b>Number of part-time pupils</b>	0
<b>Number of boarders on roll</b>	168
<b>Proprietor</b>	Darul Uloom Dawatul Imaan Ltd
<b>Chair</b>	Omar Kholwadia
<b>Headteacher</b>	Mohammed Lorgat
<b>Annual fees (day pupils)</b>	N/A
<b>Annual fees (boarders)</b>	£2,700
<b>Telephone number</b>	01274 402233
<b>Website</b>	<a href="http://dawatulimaan.org">dawatulimaan.org</a>
<b>Email address</b>	<a href="mailto:headteacher66@yahoo.co.uk">headteacher66@yahoo.co.uk</a> / <a href="mailto:info@dawatulimaan.org">info@dawatulimaan.org</a>
<b>Date of previous school inspection</b>	May 2011

## Information about this school

- Darul Uloom Dawatul Imaan is an independent Muslim boys' boarding school for pupils aged from 11 to 25 years. The school selects pupils of average and above average levels of ability through the setting of an entrance examination and interview.
- There are no disabled pupils on roll, or pupils with a statement of special educational needs, or any who are at the early stage of learning English as an additional language.
- The school was last inspected in May 2011, when both boarding and education provision were inspected.
- In May 2014, the school was inspected and granted a change in registration to include new premises as well as an increase in the age range to include learners up to the age of 25 years, in both boarding and education provision.
- The school 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 over two and a half days without notice, at the request of the Department for Education (DfE) because of complaints received about the school. The complaints were due to concerns about the safety and welfare of pupils in the school.
- The boarding provision was not inspected during this inspection.
- The inspectors toured both buildings that are currently in use on the school site, both inside and outside.
- The inspectors spoke to pupils informally throughout the day and formally in groups.
- Inspectors visited classrooms where they observed learning in a number of lessons in a range of subjects, both religious and secular. They studied pupils' work in books across all subjects and in most year groups.
- Inspectors held formal meetings with senior leaders, teachers and governors.
- Inspectors examined school documentation, such as admission and attendance registers, and a number of policies including those for behaviour, safeguarding, welfare, health and safety and all documents required as part of the independent school standards.
- Inspectors took account of information the school had on pupils' achievements.
- There were no responses to Ofsted's online survey Parent View. However, inspectors spoke to several parents and their responses were taken into account.

## Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

Philip Riozzi

Her Majesty's Inspector



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