

Darul Hadis Latifah Northwest

Plum Street, Oldham, Lancashire OL8 1TJ

Inspection dates 10–12 May 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher work closely together to provide effective leadership.
- Staff have a clear and well-understood commitment to provide the best possible quality of education within the school's Islamic context.
- Senior leaders know the school and its pupils very well. They use this knowledge to make sure that the school continues to improve.
- The school provides for pupils' spiritual, moral, social and cultural development effectively. It prepares pupils well for life in modern Britain.
- Teaching and assessment in the school are effective in making sure that pupils learn quickly and make good progress.
- Pupils try hard and behave well in lessons.
- The school is calm and has a sense of purpose. Pupils get on well together and are respectful towards teachers and other adults.
- Pupils' attendance is above the national average. They are punctual for school and lessons.
- Pupils are safe and properly protected from risk.
- Parents have positive views about the school and its work.
- Governors are given detailed information about the school and use it to challenge leaders and teachers to keep improving, and to plan for the future. The buildings are well maintained.
- The school meets the independent school standards.

It is not yet an outstanding school because

- Teachers are given too few opportunities to learn directly about the most effective teaching approaches in the school and elsewhere.
- Teachers do not challenge pupils well enough to be as neat as possible, particularly when recording their mathematics and science work.
- Some policies do not reflect the latest government guidance or overlap with each other.
- The school's website is not up to date.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment so that pupils' rates of progress increase and more pupils make more than expected progress in English and mathematics by:
 - seeking out, sharing and learning from examples of highly effective classroom practice in the school and from elsewhere to allow teachers to refine their work
 - ensuring that the school's high expectations are extended to include how pupils present their work so that this better supports their learning, particularly in mathematics and science.
- Ensure that all policies complement each other and, where required, reflect the most recent guidance from the Department for Education so that teachers and others understand exactly how to meet the school's high expectations.
- Ensure that the school's website is up to date and use it more effectively to communicate with parents and more widely.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and deputy headteacher work together closely to provide determined leadership. They have ensured that the school continues its growth and improvement. They set and demonstrate a clear expectation that pupils' needs are put first.
- Senior leaders' roles are clearly defined, which allows the spiritual and teaching and learning aspects of the school to develop alongside each other. Other members of staff strongly support senior leaders; their morale is good.
- Senior leaders understand the strengths and weaknesses of the school. They have prepared a detailed action plan which guides further improvement and allows them to be systematic in making this happen. They use regular staff meetings to ensure that all are aware of any smaller scale improvements needed.
- Leaders monitor the work of teachers through lessons observations, examining pupils' books and regular analysis of pupils' assessment results. They set clear targets for teachers to help them develop their practice and check that these are being met.
- Training is provided for teachers to help them develop their classroom skills and other knowledge. Some of this is delivered by a consultant who was previously the headteacher and therefore knows the school very well. Leaders make sure that teachers who have attended training activities tell others about what they have learned. However, there is no system to allow all teachers to experience how the most effective teaching is delivered. Likewise, while leaders have contact with professionals in other schools to discuss issues and seek advice, opportunities to learn directly from practice elsewhere have not been sought.
- Leaders take their responsibility to ensure that the school values all people equally seriously. The school has an action plan to improve access by people with disability, which is actively being implemented. Male and female members of staff are given the same respect by adults and pupils, and are equally involved in the work of the school. Pupils are taught to treat people from different cultures and backgrounds with respect and tolerance.
- The school's curriculum is suitably broad and gives sufficient emphasis to pupils' secular learning while also reflecting the school's Islamic faith commitment. Leaders have ensured that pupils learn about the diverse range of peoples, beliefs and opinions represented in modern Britain. This is part of the well-thought-out approach to developing pupils' spiritual, moral, social and cultural awareness. This includes challenging weekly discussion in tutor time, which includes topics such as current affairs, religious festivals from different faiths and bullying. In addition, leaders are arranging for Year 11 pupils to complete the National Citizen Service and so widen their direct experience of others.
- Parents are strongly supportive of the school. All those who responded to Ofsted's online survey would recommend the school. Leaders understand the challenges some pupils' families face and respond to these in ways that raise aspirations, for example, in providing advice to parents about how they can help pupils to do as well as possible in their examinations. However, the school's website is not as up to date or complete as it could be. This makes it less useful to parents and others.
- Minor adjustments to policies and some outside maintenance work were completed during the inspection in order to ensure that the independent school standards were all met by the end of the inspection.
- **The governance of the school:**
 - The proprietor is a member of trust that oversees the school. Some members of the trust have less active roles but provide a link to the foundation of the school. The small governing body includes trust members who are external to the school as well as senior leaders.
 - Leaders provide the governing body with detailed information about the work of the school and the success of pupils. Governors use this information to set high expectations and provide appropriate challenge to leaders and other members of staff.
 - The finances of the school rely on school fees and donations. Governors use the available resources well to ensure that the school meets pupils' needs. Recent projects have included the installation of a new temporary building with two classrooms and an office and the full refurbishment of pupils' washing facilities and toilets.
 - While governors steer the current work of the school, they also have a longer term vision that, for example, includes considering how they can provide sixth-form education.
- The arrangements for safeguarding are effective. Staff receive training from the school's safeguarding lead and from an external provider about how to protect pupils. Leaders communicate well with the local

authority to check that policies and practice are secure. Teachers are aware of the approaches needed to protect pupils from the risks of experiencing extremist views or potential radicalisation.

Quality of teaching, learning and assessment is good

- Teaching is effective. It allows pupils to learn well and make good progress.
- Teaching, particularly in key stage 4 lessons, gives due weight to examination requirements. This inspection was just before GCSE examinations started for Year 11 pupils. Their lessons were closely focused on examination preparation. Teachers were also working hard to provide extra teaching after school and during weekends to ensure that every opportunity was provided for pupils to do their best in their GCSEs. This approach proved very successful in 2015, when pupils were helped to move from generally disappointing mock examination results in Year 11 to final results that confirmed the good progress they had made.
- Teachers have confident subject knowledge. However, some do not have a teaching qualification. Leaders have ensured that training has been provided to help teachers develop their knowledge and skills. There is a missed opportunity to allow teachers to develop their practice further by sharing the most effective practice seen in the school and elsewhere.
- Inspectors saw pupils learning well in lessons. Where teaching is particularly effective, pupils add to their knowledge and understanding very well. For example, an inspector saw this in part of a short series of lessons allowing Year 10 pupils to complete a practical science investigation about the factors that help plants to grow well. Pupils build up their learning progressively, as seen for example in English and science books. Their longer term development is also clear when books from different school years are examined side by side.
- Leaders expect teachers to mark pupils' books regularly. Teachers do this, but do not challenge poor presentation frequently enough, particularly in mathematics and science.
- Leaders ensure that there is regular assessment of pupils' work. The results from this are collected roughly every six weeks and then discussed by leaders and teachers. If pupils appear to be falling behind in their learning, teachers are required to provide additional teaching so that ground is not lost. If necessary, further support is offered to pupils by the headteacher and other leaders.
- Teachers know the pupils very well and are expected to provide teaching that is planned to meet the different needs of those with different starting points. While teachers do this, it sometimes does not allow them to provide as much challenge as possible to either the most-able pupils or those with lower starting points.
- Leaders are aware of the needs of pupils who are learning their second language and take steps to address these in, for example, the regular commitment to read in English as a tutor-time activity. However, teachers do not always provide a sufficiently accurate model for pupils' spoken English.
- The school provides sufficient books and other equipment for pupils to use when they are in class. The resources available for practical subjects, including art and science, are somewhat fewer than usually found in other schools. However, teachers use the available resources well to provide pupils with practical experiences.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have been successful in building a school community where staff know pupils and their needs very well. The school is calm, orderly and litter free. Pupils are well supervised.
- The buildings are well looked after and maintained. Two small improvements to improve pupils' safety when they are outside were identified on the first day of the inspection; these were immediately rectified. Leaders have ensured that the policies and plans that are needed to support pupils' safety are fully in place and acted upon. For example, fire safety checks and fire practices are suitably frequent.
- Pupils say that they feel safe, and the parents who completed the Parent View questionnaire agreed with this.
- Leaders work effectively with the local authority to promote pupils' welfare.

- Pupils are taught how to stay safe when they are using computers and other electronic devices. The school's computer system is filtered to protect pupils from accessing inappropriate material.

Behaviour

- The behaviour of pupils is good.
- Pupils try hard in lessons. They concentrate and follow teachers' instructions. When given the opportunity, they are keen to work collaboratively to learn together. Pupils also have the confidence to get on with tasks by themselves.
- Inspectors saw no significant examples of poor behaviour in lessons, but did hear one or two examples of pupils swearing in conversation during their social time.
- The school has a well-developed system of rewards and sanctions. There is systematic follow-up to support good behaviour and discourage poor behaviour, for example, through end-of-term meals for those who absolutely meet expectations, and report cards to provide immediate lesson-by-lesson checks that pupils who have let themselves down have improved their behaviour. The school's records indicate that pupils' good behaviour is further improving.
- The good relationships between pupils mean that they get on together very well. Pupils say that bullying is very rare. Pupils know about different types of bullying, including homophobic and racist bullying. They have confidence that any problems between pupils would be very quickly resolved by staff.
- Pupils are friendly and open to their peers and to visitors. They are polite and respectful towards adults. They move around the building sensibly, despite the narrow stairs, and follow the routines for lining up when entering the building to ensure an orderly start to lessons.
- Pupils' attendance is above that typically seen in other secondary schools. This reflects the school's high expectations and the fact that there is immediate follow-up if pupils are absent for unknown reasons, as well as pupils' keenness to be in school. Pupils are punctual at the start of the school day and for lessons.

Outcomes for pupils

are good

- Pupils make good progress from their generally average to below-average starting points.
- The first group of pupils to complete key stage 4 did so in 2015. There were only 14 pupils in Year 11 in 2015 and there is uncertainty about the accuracy of the key stage 2 assessments for these pupils, so it is hard to draw very firm conclusions from the results they achieved. However, the proportion of those pupils who made expected progress in English and mathematics from their key stage 2 assessment to GCSE was above that seen nationally. The proportion that made more than expected progress in these subjects was below the national figure. Half gained five or more GCSE passes at grade C or above, including in English and mathematics.
- Leaders set targets for pupils' progress from their individual starting points. These targets are suitably demanding. Leaders and teachers check whether pupils are on track to meet their targets twice each term. School records show that, across different subjects and in different school years, pupils generally make the progress expected by the school. Some pupils make faster progress than this.
- Leaders concentrate on understanding how well each pupil is doing and do not check for differences between the outcomes for different groups of pupils, for example, the most able or those who may be disadvantaged. However, inspectors found no evidence that different groups of pupils make different rates of progress.
- Pupils are carefully prepared for the next stage of their education. This includes an increasing programme of careers education as pupils move through the school. In Years 7 and 8, this is mainly in the successful development of skills such as self-confidence and presenting yourself well through activities, including learning about enterprise and participation in assemblies. Pupils in key stage 4 take part in work experience and are well supported in finding out about future opportunities and making applications to colleges or for apprenticeships. Leaders actively help families where there is less experience of the benefits of having the highest possible academic achievement to understand why such achievement is important.
- Leaders ensure that the school supports pupils to gain success more widely than in qualifications alone. There is a well-organised programme to help pupils to develop their reading. Pupils have access to a wide range of books including modern fiction for teenagers. Teachers' careful selection of these books not only supports pupils' skills; it also provides challenge to possible assumptions and stereotypes, for example, as evident from Year 10 pupils' enjoyment when they read 'Pride and Prejudice' by Jane Austen.

School details

Unique reference number	138568
Inspection number	10012868
DfE registration number	353/6001

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.

Type of school	Islamic day school
School status	Independent school
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	78
Number of part time pupils	0
Proprietor	Mr Mohammad Abdul Musabbir
Chair	Mr Mohammad Abdul Musabbir
Headteacher	Mr Salman Ahmed Chowdhury
Annual fees (day pupils)	£2,300
Telephone number	0161 627 4422
Website	http://dhlnw.org.uk
Email address	info@dhlnw.org.uk
Date of previous inspection	21–23 May 2013

Information about this school

- Darul Hadis Latifah Northwest is an independent secondary day school located in a residential and commercial district of Oldham. It was set up in August 2012 to provide an Islamic-faith-based education for boys. Pupils are mainly of Bangladeshi origin. The school is registered for a maximum of 110 pupils aged from 11 to 16 years.
- The school's vision is: 'to achieve excellence in all that we do. In doing so, we aim to prepare our pupils for the rapidly growing world in the 21st century'. It aims for 'the highest level of achievement in religious, cultural, social, spiritual, moral and academic performance by providing opportunities for pupils to reach their full potential'.
- Currently, 78 pupils attend, aged between 11 and 16 years. The first pupils to complete key stage 4 left the school in 2015.
- None of the pupils has a statement of special educational needs. Parents and carers pay all fees; the local authority funds none of the pupils.
- Most pupils speak English as an additional language.
- The school does not make use of any off-site, alternative provision.
- The school received its previous standard inspection in May 2013.
- A new headteacher has been appointed since the previous inspection.

Information about this inspection

- Inspectors observed teaching and learning in lessons. They visited morning tutor time and an assembly. They toured the school to check that the facilities were suitable.
- The behaviour of pupils was observed throughout the school day.
- The inspectors held discussions with the headteacher, deputy headteacher and other members of staff. They met formally with two groups of pupils and had informal conversations with others. An inspector had a meeting with the proprietor and two other trustees, who are also members of the governing body.
- Inspectors considered 20 responses to the Ofsted online survey for parents, Parent View. They also scrutinised questionnaires returned by seven members of staff. An inspector had a brief conversation with a parent.
- School policies and other documentation provided by the school were examined to check compliance with the independent school standards, and to provide other inspection evidence. Records including those relating to attendance and behaviour were also reviewed.
- The school's information on pupils' progress and attainment was considered.
- Inspectors examined work in pupils' exercise books.

Inspection team

David Selby, Lead inspector

Her Majesty's Inspector

Geraint Evans

Her Majesty's Inspector

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Store Street
Manchester
M1 2WD

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