

# Darul Hadis Latifah

1 Cornwall Avenue, London E2 0HW

## Inspection dates

5–7 October 2016

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Inadequate</b>
Outcomes for pupils	<b>Inadequate</b>
Sixth form provision	<b>Inadequate</b>
Overall effectiveness at previous inspection	Adequate

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leadership, management and governance are inadequate because not all of the independent school standards are met.
- Leaders have not addressed all the areas for improvement identified at the time of the previous inspection.
- Leaders, including the governing body, have not carried out their duty with enough diligence to prevent pupils being drawn into situations which put them at risk of harm.
- Pupils are not prepared for life in modern Britain. There are limited opportunities and experiences to mix with pupils from different backgrounds.
- Resources available for pupils are not checked with enough diligence by leaders. Inappropriate literature regarding women's role in society was found in the school library.
- Teachers do not consistently follow the school's guidelines for providing pupils with feedback to improve their work.
- The most able pupils are not given work that challenges them to make the progress of which they are capable.
- The cleanliness of the school building is not checked thoroughly. The toilets, changing room and showers were described by a pupil as 'grimy and disgusting'. Inspectors support this view.
- The sixth form provision is inadequate. Students are not able to demonstrate an understanding of fundamental British values.
- Safeguarding is not effective. Leaders have not carried out an assessment of risks rigorously enough.

### The school has the following strengths

- Pupils' behaviour around the school and in lessons is calm and sensible.
- The recruitment procedures and recording of staff checks are efficiently carried out and meet all the required independent school standards.
- The curriculum provides pupils with sufficient experiences in different subjects.
- Students in the sixth form receive appropriate information to help them choose their next destinations for training, education or employment.

### 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?

- Leaders must ensure that:
  - all the independent school standards are met
  - the appropriate safeguarding measures are put in place regarding the 'Prevent' duty
  - suitable checks and supervision are put in place with regard to adult students
  - any long-term absences of pupils are followed up, recorded and reported to the local authority
  - pupils' punctuality is improved by stringently monitoring and following up those who are regularly late and communicating more effectively with parents
  - all governors know and understand the requirements of recent government guidance, especially relating to safeguarding
  - leaders monitor and challenge teachers more robustly to improve their practice
  - teachers provide pupils with work that is based on their prior attainment
  - teachers provide work that challenges all pupils, particularly the most able
  - the rate of pupils' progress increases rapidly
  - all resources, including library books, are suitable for the needs of the pupils
  - the views and sensibilities of pupils are taken into account when implementing sanctions
  - pupils are provided with broader experiences and understanding of modern society, especially the roles of women
  - all areas of the premises are safe and hygienic at all times.

### The school must meet the following independent school standards:

- The proprietor and leaders should ensure that pupils are provided with a broader range of information about how they live in modern society, including having regard to the Equality Act 2010. (Paragraph 2(2); 2(2)(d); 2(d)(ii) 2(2)(i))
- The proprietor and leaders should ensure that teaching 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. (Paragraph 3; 3(a))
- Teachers foster pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves. (Paragraph 3(b))
- Teachers plan lessons well and use effective teaching methods, activities and management of class time. (Paragraph 3(c))
- Teachers should take into account pupils' prior learning and attainment in planning lessons by using the school's assessment policy and processes so that pupils can make the best progress possible. (Paragraph 3(d); 3(g))

- Ensure that the spiritual, moral, social and cultural development of pupils actively promotes fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. (Paragraph 5; 5(a))
- Ensure that pupils' self-knowledge, self-esteem and self-confidence is developed by encouraging them to contribute positively to the lives of those living and working in the locality. (Paragraph 5(b)(i); 5(b)(iii); 5(b)(vi))
- Encourage understanding and respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. (Paragraph 5(b)(v))
- Ensure that arrangements are made to safeguard and promote the welfare of pupils and such arrangements have regard to any guidance issued by the Secretary of State. (Paragraph 7; 7(a); 7(b))
- Ensure the relevant health and safety requirements are implemented in line with the health and safety policy, particularly with regard to the cleanliness and safety of changing rooms and showers. (Paragraph 11)
- Draft an appropriate risk assessment policy and plan which includes the requirements of the 'Prevent' duty. (Paragraph 16; 16(a); 16(b))
- Ensure that the standards of the premises and accommodation at the school are clean, hygienic and safe, especially the toilet and washing facilities for pupils. (Paragraph 23(1); 23(1)(a); 25)
- Leaders and managers of the school should demonstrate the appropriate good skills and knowledge appropriate to their role in order to meet the independent school standards. (Paragraph 34(1); 34(1)(a))
- Leaders and managers should ensure that all the independent school standards are met consistently and actively promote the well-being of pupils. (34(1)(b); 34(1)(c))

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders, including the governing body, have not ensured that the school meets all the independent school standards.
- Leaders have an inaccurate view of the school's performance. The principal's report to governors in the summer term of 2016 outlined a range of weaknesses including inconsistent teaching and a lack of sufficient progress. However, governors and senior leaders view the school's effectiveness as being good.
- Observations of teaching are carried out by leaders. However, there is limited action taken to improve teachers' practice. Teachers do not consistently adhere to the school's assessment policy.
- The curriculum does not provide pupils with adequate opportunities to develop British values. The policy for personal, social, health and economic (PSHE) education does not support the development of pupils' skills and understanding of how to form positive relationships with different groups of people, especially if they are a different gender. There are no planned opportunities for the boys to socialise or work with girls.
- The schemes of work for PSHE do not contain plans or information to promote positive views of women in modern society. For example, not many pupils were able to name the new British Prime Minister or were aware of the first female presidential candidate in the elections taking place in the United States of America.
- Leaders do not check with enough rigour that resources to support pupils' learning are suitable. A book was found in the school library which promoted inappropriate views of how girls and women should behave. Leaders told inspectors that they were unaware of the book's presence. However, it was accessible to pupils.
- There is a reasonable balance between faith and secular subjects. The secular curriculum meets the requirements of the independent school standards. Pupils have opportunities for some artistic and creative activities. The school has very recently introduced drama lessons for the pupils in key stage 3. The lessons are taught by a teacher who is employed by the local authority. Younger pupils are provided with opportunities to express themselves, collaborate and practise their communication skills. Other than drumming, music is not taught.
- The curriculum is extended through a range of educational visits. The visits in the previous academic year included Parliament and the British Museum. Students in the sixth form visited the London School of Economics. During the week of the inspection, older students had visited Kings College in Cambridge. However, visits are not prepared for, or followed up, during school time to maximise the benefits and to ensure the students' learning and understanding is secured.
- The premises are not regularly checked and cleaned thoroughly. Particularly unclean areas included the toilets. These had been identified as a concern in a complaint before the inspection. During the inspection, pupils confirmed the toilets were usually dirty, unkempt and some doors do not lock properly. Pupils find this off-putting. As a result, they try not to visit the toilet while at school.

- The changing room and shower area were installed following the previous inspection and now meet the requirements of the independent school standards. However, they are poorly maintained and cleaned. During the inspection, a considerable amount of mouse droppings was discovered in the changing room. There were also small sharp metal objects on the floor, including a drawing pin. The school took remedial action to deal with these concerns.
- An inspector noted a closed-circuit television (CCTV) camera in the communal area of the toilets. The images from this camera could be seen in the reception area on plain view to any visitors. Leaders did not have a consistent view of why and how the camera had been installed and were unable to provide evidence that a risk assessment or consultation had taken place. In addition, there was no record of how and when the decision was made. The camera was removed before the end of the inspection.
- The school has built a suitable area for pupils who are unwell. This meets the requirements of the independent school standards. This is an improvement from the previous inspection.
- The school has also responded in a suitable manner to some of the other standards not met at the time of the previous inspection. The required policies, academic results, complaints and the number of staff employed by the school are now on the school website.

### **Governance**

- Governors do not hold leaders to account for the school's performance. The information provided by the principal is not used by the governing body to challenge senior leaders and staff to improve the quality of their work. This was an area for improvement in the previous inspection report.
- Governors were not able to explain to inspectors how the school promoted fundamental British values. Consequently, they have not provided any scrutiny of the school's work regarding democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Governors have not seen any recent self-evaluation or the school's plans for improvement. Consequently, they are not informed of the school's performance or able to hold leaders to account.

### **Safeguarding**

- The arrangements for safeguarding are not effective.
- The school has not identified any risks to pupils that are specific to the school and the local area with regard to the 'Prevent' duty. As a result, pupils are exposed to being drawn into situations which put them at risk of harm.
- Leaders have not carried out checks or put in place a supervision policy for the 19 to 20-year-old students who attend foundation courses at the school. This puts younger pupils at risk. Older students who are adults have not been suitably checked, and are not rigorously supervised, yet mix freely with the younger pupils.
- Attendance registers from the previous academic year were appropriately completed. However, there were examples where pupils had taken unauthorised absence for over

three weeks. Inspectors asked for information regarding how the school had followed up on these absences; however, this was not provided by the end of the inspection.

- The understanding of the governing body regarding the most recent safeguarding guidance from the government is not up to date. However, the governor responsible for safeguarding had been in to verify the checks for recruitment.
- Staff have been trained and briefed on the recent revisions to government guidance. They are aware of their duties to report any concerns regarding female genital mutilation, child sexual exploitation, and children missing from education.
- The school publishes its safeguarding policy on its website, which meets the requirements of the independent school standards.

### **Quality of teaching, learning and assessment**

**Inadequate**

- The quality of teaching is inadequate. Teaching was the subject of a complaint to the Department for Education (DfE) prior to the inspection. Parents raised concerns in the online questionnaire regarding the quality of teaching.
- The quality and content varies too much from subject to subject. The school's own self-evaluation during the summer term 2016 identified a range of inconsistencies. These have not been dealt with. The variable quality hinders pupils from making the progress of which they are capable.
- Teachers have low expectations of what pupils are capable of, especially the most able pupils. Pupils' books in a range of subjects have too much poor-quality work in them. Much of the pupils' work is untidy and this is not challenged by teachers.
- In many lessons, for example science, most of the pupils' written work is copied from textbooks. The content of the textbooks is not matched to different pupils' abilities.
- Pupils are not encouraged to ask questions or discuss what they have written. They are not challenged in their learning sufficiently, particularly the most able pupils. As a result, pupils progress at the same, slow rate, thus hindering, particularly, the most able from making more rapid, and appropriate, progress. This was an area for improvement in the previous inspection report.
- Teachers do not use assessment information or knowledge of pupils' prior attainment to match work to their needs. Consequently, pupils find the work either too easy or too hard.
- Relationships between adults and pupils are positive. Pupils respond well to instructions and directions.
- Teachers' secure subject knowledge is used effectively to move pupils' thinking on in a few subjects, for example in mathematics and religious studies.

### **Personal development, behaviour and welfare**

**Inadequate**

#### **Personal development and welfare**

- The school does not provide pupils with enough opportunities to express their views in contributing to school life and developing responsibilities. There is a school council, but the pupils told inspectors that if they raise an issue it is ignored.

- Pupils were keen to voice their concerns to inspectors. Inspectors noted the very vociferous nature of their complaints and the regularity with which they wanted to talk to the inspection team. A large number of pupils told inspectors that they feel the use of detentions and exclusions by staff is overzealous. They considered the CCTV camera in the toilet area to be 'an invasion of privacy'.
- Pupils' personal development is hindered. Some pupils told the inspector that if they asked questions about sex and relationships they would get a detention. When asked about fundamental British values, one pupil replied 'I feel I could learn more'.
- The school does not meet the requirements of the Equalities Act 2010. Respect for women is promoted during Islamic studies but is limited to the roles of motherhood and families. There are too few opportunities to learn about women in modern society. For example, although the school asserts that pupils are taught about current affairs, they were not able to identify the new female Prime Minister when shown a photograph of her. Pupils were also unaware of the candidate in the US presidential election who is a woman.
- Pupils do not take showers after their physical education lessons. They told inspectors that this is because the shower room is unclean. In addition, they also said that if they had a shower they would be late for the next lesson, and were anxious not to receive detentions.

## Behaviour

- The behaviour of pupils requires improvement. A high proportion of pupils are late to lessons at the start of the day. Many travel long distances to attend the school. Senior leaders stated that late arrivals are followed up with parents. However, the school has not carried out an analysis to investigate patterns or causes. No evidence of how the school follows up lateness was provided by the end of the inspection.
- In some subjects, pupils are listless, do not readily answer teachers' questions and appear uninterested in their learning.
- Pupils move sensibly around the school and are polite and respectful to adults. Pupils are friendly with each other. They were observed moving safely and calmly from the school site to the neighbouring park for their morning breaktime.
- Attendance is above that seen typically for secondary-age pupils.

## Outcomes for pupils

### Inadequate

- Pupils' progress is very slow in many subjects. The quality of their work, particularly their grammar, spelling and punctuation, varies too much from one subject to another.
- Those pupils who read to an inspector demonstrated age-appropriate fluency and confidence. However, overall pupils are not provided with regular guidance as to which books to read next in order to improve. The local library is adjacent to the school, but is not used as a resource on a regular basis to enhance pupils' learning or understanding of different public institutions.
- Pupils' presentation in many books is untidy and goes unchallenged in many cases. Even where teachers challenge untidy presentation, there is no discernible difference afterwards.

- The most able pupils do not make sufficient progress because of the limited challenge they receive. Teachers do not build on pupils' previous knowledge and learning, leading to very slow progress over time. Some parents who responded to the online questionnaire also raised concerns about their children's progress.
- Pupils in key stage 4 follow appropriate materials for their GCSE work. However, the pace of learning and amounts of work seen suggest that they are at risk of not achieving the appropriate grades commensurate with their abilities. This was an area for improvement at the time of the previous inspection.

### **Sixth form provision**

### **Inadequate**

- The effectiveness of sixth form provision is inadequate.
- Students are not well prepared for life in modern Britain. For example, they are not able to express any understanding of British values.
- Over their time in the school, students have had too few opportunities to socialise or work with girls. They have not had regular and planned information regarding the role of women in modern society.
- Students told the inspector that there were no work experience opportunities during the sixth form. Consequently, their experiences of the world of work are limited.
- The quality of teaching is stronger for older students in most subjects. However, teachers do not follow the school's assessment and feedback policy; this hinders students' progress.
- Students feel well prepared for going on to the next steps in their education. They have received careers advice from the local authority and are supported to complete university application forms by the head of sixth form.
- Students are confident in their understanding of how to stay safe when online.



## School details

Unique reference number	131745
DfE registration number	211/6389
Inspection number	10020719

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	Other independent school
School category	Independent school
Age range of pupils	11 to 20
Gender of pupils	Boys
Number of pupils on the school roll	114
Number of part-time pupils	0
Proprietor	MD Imaduddin Chowdhury
Chair	Hafiz Maulana Mohammed Abdul Jalil
Headteacher	Muhammad Hasan Chowdhury
Annual fees (day pupils)	£2,500
Telephone number	020 8983 3663
Website	<a href="http://www.darulhadis.org.uk">www.darulhadis.org.uk</a>
Email address	<a href="mailto:info@darulhadis.org.uk">info@darulhadis.org.uk</a>
Date of previous inspection	9 September 2013

## Information about this school

- The school is an independent day school for Muslim boys. The school premises are in Bethnal Green in the London Borough of Tower Hamlets. It caters for boys only. At the time of the last inspection, the school ran a girls' school on a separate site. This closed in July 2015.
- The school is registered to take 116 pupils.
- The school opened in 1999, and moved to its current location in 2005.
- Admission to the school is through interview and assessment.

- The vast majority of the pupils are of Bangladeshi heritage. Many are bilingual.
- The school's previous inspection took place in September 2013. The quality of provision was judged to be adequate, with three of the independent school standards not being met.
- The school does not use any alternative provision.

## Information about this inspection

- The inspection was an unannounced full standard inspection which took place over two and half days.
- Inspectors carried out observations in lessons. One was carried out with a senior leader present. Documentary information was scrutinised, including the school's safeguarding records, policies and procedures and the single central record. The school's assessment of its performance and information about pupils' progress were evaluated.
- The inspection was carried out with no notice at the request of the registration authority. Inspectors were asked to particularly look at the quality of teaching, the welfare, health and safety of pupils, premises and accommodation, how complaints are handled and leadership and management.
- Inspectors listened to a sample of pupils read and interviewed a group of pupils. Inspectors spoke informally with many other pupils in lessons and in the playground.
- The lead inspector held conversations with a small sample of parents after school. The inspection took into account 13 parental responses to the Ofsted online questionnaire Parent View.

## Inspection team

John Seal, lead inspector

Her Majesty's Inspector

Dennis Canty

Ofsted Inspector

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