

Darul Hadis Latifah

1 Cornwall Avenue, London E2 0HW

Inspection date

27 April 2017

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(2), 2(2)(d), 2(2)(d)(ii) and 2(2)(i)

- At the time of the previous inspection, the school's curriculum did not provide pupils with adequate opportunities to develop British values. The personal, social, health, citizenship and economic (PSHCE) education policy did not support the development of pupils' skills and understanding of how to form positive relationships with different groups of people, especially if they were a different gender. The policy also did not contain plans or information to promote positive views of women in modern society. Although respect for women was promoted during Islamic studies, it was limited to the roles of motherhood and families.
- The school's action plan identifies acceptable actions, stating that curriculum plans and pupils' work show that equality issues are now covered by the PSHCE education programme and other subjects, as well as assemblies.
- This inspection confirmed that the school has taken significant steps to improve the PSHCE education policy, which now explicitly teaches pupils about all the protected characteristics (as identified in the Equality Act 2010), including gender. PSHCE education is now supported by a programme of external speakers, assemblies and commissioned workshops, often led by women, which have broadened pupils' understanding and promoted positive views of women in modern society.
- Pupils recently celebrated International Women's Day, as part of the school's 'Women's Month', which included lessons and assemblies about the social, economic, cultural and political achievements of women around the world. Information around the school also now promotes positive views of women, including information profiles of successful women such as the British prime minister. In conversations with the inspector, pupils expressed their clear understanding of all of the protected characteristics, gender equality and the role of women in modern society.
- The independent school standards in this paragraph are now met.

Paragraph 3, 3(a), 3(b), 3(c), 3(d) and 3(g)

- At the last inspection, the quality of teaching varied too much from subject to subject; this variable quality hindered pupils from making the progress of which they were capable. Teachers had low expectations of what pupils were capable of, especially the most able pupils. Teachers did not use assessment information or knowledge of pupils' prior attainment to match work to their needs; consequently, pupils found the work either too easy or too hard. Although monitoring of teaching was carried out by leaders, there was limited action taken to improve teachers' practice.
- The school's action plan sets out clearly how leaders will work with teachers to ensure that the quality and content of subjects are more consistent. For example, the plan states that leaders will, 'triangulate the information from data analysis, lesson observations and sampling of pupils' work to identify areas for further improvement'. The plan states that leaders will, 'monitor through frequent observations of lessons and pupils' work and through learning walks'. It also states that leaders will use information about pupils' progress to identify those who need additional support and monitor the effectiveness of intervention every half term.
- This inspection confirmed that all the proposed actions identified in the action plan have been effectively implemented. A more rigorous programme of monitoring, which includes formal fortnightly lesson observations and scrutiny of pupils' work, has seen improvements in the quality of teaching across all subject areas. An improved assessment system, which now forms an integral part of teachers' planning, has helped to raise standards. A range of training and monitoring has helped raise teachers' expectations and to focus them more sharply on ensuring that the most able pupils are appropriately challenged. The inspector's scrutiny of the most able pupils' books in a range of subjects confirms the effectiveness of leaders' and teachers' actions.
- The independent school standards in this paragraph are now met.
- All the independent school standards in this part are now met.

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

Paragraph 5, 5(a), 5(b), (5(b)(i), 5(b)(iii), 5(b)(v) and 5(b)(vi)

- At the last inspection, pupils were not prepared for life in modern Britain. There were too few opportunities to learn about women in modern society and pupils did not get enough opportunities to express their views and contribute to school life. Governors had not provided any scrutiny of the school's work in relation to pupils' understanding of fundamental British values. As a result, pupils' personal development was hindered and the school did not meet the requirements of the Equality Act 2010.
- The school's action plan states that leaders will assess the impact of extra-curricular activities, educational visits and the PSHCE education programme on pupils' personal development by examining their work, assessing the assemblies that pupils lead and monitoring pupils' performance in debates.

- This inspection found that pupils are now suitably prepared for life in modern Britain.

Policies and plans have been appropriately revised. Pupils and students of all ages spoke confidently to the inspector about all of the protected characteristics. Pupils were unequivocally clear about gender equality and the role of women in modern society. The inspector observed pupils engaging well with a new programme of external workshops, focusing on identity, empathy, difference, mutual respect and how people understand and live by their faiths and beliefs.

- A democratic school council is now in place and pupils said that the school's more open culture allows to them to make suggestions and take responsibility for decisions made. Lessons have become more interactive and pupils take an active role in assemblies, debates and class discussions.
- Governors now provide greater scrutiny of the school's work in general, and in relation to the teaching of fundamental British values specifically. Named individuals have recently taken on responsibilities as lead governors for education and safeguarding, and now visit the school to scrutinise the school's work, which provides them with evidence to support and challenge leaders.
- All the independent school standards in this part are now met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 16, 16(a) and 16(b)

- At the last inspection, the school had not identified any risks to pupils that were specific to the school and the local area with regard to the 'Prevent' duty. As a result, pupils were at risk from being drawn into potentially harmful situations. Leaders had not carried out checks or put in place a supervision policy for the 19–20-year-old students who attended foundation courses at the school. This put younger pupils at risk. Resources available to pupils, such as inappropriate books in the library, were not checked with enough diligence by leaders.
- The school's action plan includes a range of appropriate actions. These include providing 'Prevent' duty training for governors, staff, pupils and parents, undertaking appropriate vetting checks on students who are over 18, and drawing up a written risk assessment to ensure that supervision is rigorous.
- This inspection confirmed that the school's leaders have taken a series of robust actions, as outlined in their action plan. Leaders have worked with the local authority to create and effectively implement more specific risk assessment. All pupils spoken to were clear about the 'Prevent' duty, keeping themselves safe online, and the risks of radicalisation and extremism. Staff and governors have undertaken a wide range of appropriate training since the previous inspection, including full safeguarding and 'Prevent' duty training with the local authority earlier this month.
- Leaders have also introduced a thorough vetting checks system for students aged over 18 years old. The range of checks, including Disclosure and Barring Service (DBS) checks, are accurately recorded and form part of an effective supervision risk assessment. As a result, the welfare of younger pupils is safeguarded.
- The management of the library has been overhauled since the previous inspection. Every

book has been checked by leaders for its appropriateness, and a new logging system has been introduced so that every book has a barcode. Consequently, resources available to pupils are now checked diligently by leaders.

- Leaders have worked effectively to facilitate an improved safeguarding culture. As a result, all the independent school standards in this part are now met.

Part 5. Premises of and accommodation at schools

Paragraphs 11, 23(1), 23(1)(a) and 25

- The last inspection found that the premises were not regularly checked and cleaned thoroughly. Particularly unclean areas included the toilets. The changing room and shower areas were poorly maintained and unclean. Pupils told inspectors that they did not take showers in the school because the shower room was dirty.
- The school's action plan states that since the inspection, actions taken have ensured that unannounced checks now evidence that the toilet, shower and wudu areas are kept clean and safe. The plan also states that pupils' and parents' views are used to evaluate the cleanliness, hygiene and safety of the premises, including the showers and toilets.
- This inspection found that all issues relating to health and safety, hygiene and cleanliness have been fully resolved. The toilet and wudu areas, which are no longer monitored by surveillance cameras, have been upgraded and are cleaned daily. The changing rooms and showers are clean and clear of hazards. Pupils told the inspector that the school is much cleaner than before and that showering is now very much an option taken up by more boys after physical education.
- All the independent school standards in this part are now met.

Part 8. Quality of leadership in and management of schools

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

- At the last inspection, leaders and governors had not ensured that all of the independent school standards were met and that safeguarding was effective. Leaders had not addressed all the areas for improvement identified at the time of the previous inspection.
- This inspection found that leaders have worked rapidly and effectively to fully implement their action plan.
- Despite some misgivings about the findings of the October 2016 inspection, leaders and governors embraced the identified concerns and have worked diligently as a team to ensure that all the independent school standards are met effectively and consistently, and that pupils' well-being is assured.
- All the independent school standards in this part are now met.

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 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 now meets the following independent school standards

- 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(2)(d)(ii) and 2(2)(i)).
- 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)).
- Ensure that 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, 3(b)).
- Ensure that teachers plan lessons well and use effective teaching methods, activities and management of class time (paragraph 3, 3(c)).
- Ensure that teachers 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, 3(d) and 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, 5(b)(i) and 5(b)(iii)).
- Ensure that pupils acquire an appreciation of and respect for other cultures and are encouraged to understand and respect other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5, 5(b)(v) and 5(b)(vi)).
- 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) and 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).
- Ensure an appropriate risk assessment policy and plan is in place and implemented well, which includes the requirements of the 'Prevent' duty (paragraph 16, 16(a) and 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 (paragraphs 23(1), 23(1)(a) and 25).

- Ensure that those with leadership and management responsibilities 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)).

School details

Unique reference number	131745
DfE registration number	211/6389
Inspection number	10034301

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 secondary day school for boys
School status	Independent school
Age range of pupils	11 to 20
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	104
Of which, number on roll in sixth form	27
Number of part-time pupils	None
Proprietor	MD Imaduddin Chowdhury
Chair	Hafiz Maulana Mohammed Abdul Jalil
Headteacher	Muhammad Hasan Chowdhury
Annual fees (day pupils)	£1,700 to £2,500
Telephone number	020 8983 3663
Website	www.darulhadis.org.uk
Email address	info@darulhadis.org.uk
Date of previous standard inspection	5–7 October 2016

Information about this school

- Darul Hadis Latifah is an independent day school for Muslim boys.
- The school is located in Bethnal Green in the London Borough of Tower Hamlets.
- The school caters for up to 300 boys, aged between 11 and 20 years old. The vast majority of pupils are of Bangladeshi heritage and most pupils are bilingual.
- This is the school's first progress monitoring inspection since the school's full inspection in

October 2016, when it was judged as inadequate. Following the October 2016 inspection, the action plan submitted by the school to meet the unmet independent school standards was judged to be acceptable.

- The school does not use alternative provision, off-site training or any other premises.
- The school's website meets the requirements of the independent school standards.

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 carried out without notice.
- The school's last inspection was a full standard inspection in October 2016. At this inspection it was judged as inadequate in all areas, and a number of the independent school standards were identified as not met. The school drew up an action plan for improvement in response to the report, which was evaluated by Ofsted in February 2017 and judged to be acceptable. It was subsequently accepted by the Department for Education in March 2017.
- This is the school's first progress monitoring inspection. The inspector was asked to focus on particular requirements contained within Parts 1, 2, 3, 5 and 8 of the independent school standards.
- The inspector met with two groups of pupils, who spoke with him in depth about their views of the school.
- He observed learning in all classrooms and looked at pupils' work in a range of subjects. He also considered leaders' monitoring of the quality of teaching and pupils' progress.
- He held discussions with the leadership team and a governor, who also accompanied him on a premises tour.
- The inspector also scrutinised a wide range of documentation, including on curriculum planning and key policies, and those related to safeguarding and the 'Prevent' duty. He also spoke with the local authority designated officer (LADO).
- The inspection took account of the 13 responses to the Ofsted online survey, Parent View.

Inspection team

James Waite, lead inspector

Ofsted Inspector

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