

Inspection of Darul Hadis Latifah

1 Cornwall Avenue, London E2 0HW

Inspection dates: 14 to 16 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Leaders strive to provide pupils with the education, character and social skills to thrive as responsible British citizens. They do so with much success. Pupils achieve well in their academic studies. They act with maturity and are unfailingly polite and respectful of all. They describe themselves as 'brothers within a family'. They are happy and kept safe in school. They said that they can turn to any member of staff if they have any concerns. Staff and pupils are clear that they will not tolerate bullying. Should it occur, staff are prompt at dealing with it effectively.

Pupils work together in their class groups to research, plan and deliver whole-school assemblies. They deliver these with eloquence and confidence. Sixth-form students support younger pupils, acting as 'big brothers'. They also coach young people in the wider community about faith-related matters. Pupils enjoy the range of well-considered trips on offer. These aim to support and enrich the curriculum and pupils' personal development. For example, pupils and sixth-form students attended a university-led workshop on how a positive attitude, hard work and perseverance can help one to be successful.

Parents and carers are extremely positive about their children's education at the school. They highlight that their children are very happy and developing well. Pupil attendance rates are very high, including in the sixth form.

What does the school do well and what does it need to do better?

Leaders have developed an ambitious curriculum. Besides Islamic faith-based subjects, pupils study a range of other subjects. The breadth of the curriculum on offer meets the requirements of the independent school standards. In 2022, pupils achieved high grades in GCSE examinations. All pupils are entered and achieve well in the English Baccalaureate.

Individual teachers have the responsibility for planning and implementing the curriculum for their subjects. In most cases, teachers deliver well-sequenced lessons. These enable pupils to build and deepen their knowledge and understanding effectively. Teachers explain concepts and ideas clearly. The work they set supports pupils in gaining the intended knowledge and skills. They use assessment well to address identified knowledge gaps and misconceptions. Teachers have expertise in the subjects that they teach. The co-headteachers support them in refining their general teaching skills. However, support for teachers to update and strengthen their expertise in specific approaches to teaching their subjects is less developed. In a few subjects, teachers have not identified the exact knowledge that they want pupils to master. This means that pupils are not routinely reaching their full potential across these subjects.

There are no pupils currently in the school identified as having special educational needs and/or disabilities. The curriculum enables pupils to build further on their confident and fluent reading. Leaders prioritise developing pupils' understanding of

the texts that they read, as well as their ability to communicate confidently. The latter is reinforced with opportunities for debating in class. Pupils also enter the Martin Luther King Oracy Competition.

Sixth-form students follow a bespoke curriculum appropriate to their needs and aspirations. This includes an Islamic Higher Education course as well as the study of A-level qualifications. Leaders provide pupils with an effective and comprehensive programme of impartial careers guidance. This includes opportunities for work experience. They arrange visits to careers fairs and universities. Most students who leave the sixth form go on to study for degrees at university. Others take up apprenticeships, training or employment.

Pupils truly value their education and want to succeed. They are motivated and have ambitious goals for their futures. They work with diligence in class and try their best. These very positive attitudes make a strong contribution to their learning.

Leaders provide pupils with extensive opportunities designed to support their personal development. Staff teach pupils about fundamental British values. For example, pupils run mock elections, and staff take them to visit the Houses of Parliament. Staff ensure that pupils are very well versed in equalities legislation. They encourage pupils to be knowledgeable about and respectful of people with protected characteristics and their legal rights. Pupils are taught about a range of faiths, and they visit places of worship. Before the pandemic, pupils in this school and a co-educational Christian faith school visited each other's schools. They enjoyed carrying out some joint activities. Leaders plan to reintroduce this event later this year. This contributes well to pupils' social development.

School staff organise many extra-curricular workshops for pupils, sometimes delivered by external experts. These include content on mental health, internet safety, first aid and the dangers of grooming and radicalisation. Pupils are taught about how to form healthy relationships. They are helped to understand the importance of consent. Pupils arrange charitable fundraising events. Funds raised support a local food bank as well as a national charity. Sixth-form students are given opportunities to take on leadership roles in the community.

The proprietor body and senior leaders make sure that the school meets the independent school standards. The school is compliant with schedule 10 of the Equality Act 2010. They have implemented statutory guidance for relationships and sex education. Trustees and governors communicate to all stakeholders their vision for the school. They visit the school often and provide appropriate challenge and support to school leaders. Trustees and governors are proud that some staff, including the two co-headteachers, are former pupils of the school.

Staff morale is extremely high. They said that leaders are highly supportive of their well-being. Leaders make sure that staff's workload is manageable. This helps staff focus on their core task of teaching.

Safeguarding

The arrangements for safeguarding are effective.

Staff have regular training and updates where the need for vigilance is reiterated. Staff look out for any signs that raise potential concerns about a pupil's safety or welfare. There are suitable reporting and recording systems in place. Leaders make referrals to external agencies in a timely fashion to secure the support that pupils need. They have also put in place appropriate vetting procedures when appointing new staff.

Pupils are taught about risk, how to keep themselves safe and how to seek help if they are worried.

The school's safeguarding policy is published on its website. The policy complies with the most recent statutory guidance.

What does the school need to do to improve? (Information for the school and proprietor)

- Teachers have strong subject knowledge overall, but leaders have not supported them to keep up to date with and strengthen their expertise in subject-specific curriculum thinking and teaching practices. This means that at times, their approaches to planning and delivering the curriculum are not as helpful in ensuring that pupils reach their full potential. Leaders should ensure that staff have opportunities to develop their expertise in subject-specific curriculums and teaching practices to help them improve their curriculum thinking and teaching.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	131745
DfE registration number	211/6389
Local authority	Tower Hamlets
Inspection number	10254646
Type of school	Other independent school
School category	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	139
Of which, number on roll in the sixth form	30
Proprietor	Darul Hadis Latifah Foundation
Chair	Mohammed Abdul Jalil
Headteacher	Muhammad Hasan Chowdhury (Principal) Maruf Ahmed and Anhar Ahmed (Co-Headteachers)
Annual fees (day pupils)	£3,500 (ages 11 to 16) £1,750 (ages 16 to 20)
Telephone number	020 8983 3663
Website	www.darulhadis.org.uk
Email address	enquiry@darulhadis.org.uk
Date of previous inspection	4 to 6 February 2020

Information about this school

- Darul Hadis Latifah is an independent secondary school for boys with an Islamic ethos. The school includes sixth-form provision for students aged 16 to 20, who study a four-year Islamic studies course alongside other qualifications.
- The previous proprietor board was the board of governors. On 8 November 2022, the Darul Hadis Latifah Foundation was registered with the Charity Commission. There are six trustees who make up the new proprietor board. The previous chair of governors is now the chair of the trust. The trust board appoints governors to whom they delegate day-to-day oversight of the running of the school.
- Since the previous inspection, there has been a change in senior leadership. The current co-headteachers, one who works full time and the other part time, took up their posts in September 2021.
- The school's most recent inspection was a standard inspection in February 2020.
- Leaders do not make use of any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: English, science, history and personal, social, health and economic education. Inspectors held discussions with leaders and teachers, visited lessons, looked at examples of pupils' work and held discussions with pupils. Inspectors also considered other subjects as part of the inspection.
- Inspectors spoke with the co-headteachers, the vice-chair of governors and three other governors. They also spoke with leaders responsible for safeguarding and health and safety.
- Inspectors reviewed a range of documentation, including information related to safeguarding and the checks carried out before the appointment of staff. Inspectors looked at records of pupils' behaviour.
- Inspectors scrutinised a range of documentary information and toured the school site to check compliance with the independent school standards.

- Inspectors had formal meetings with staff and pupils. They took account of the responses to Ofsted’s online survey, Ofsted Parent View. They also considered the responses to the staff survey. There were no responses to the pupil survey.

Inspection team

David Radomsky, lead inspector

His Majesty’s Inspector

Aliki Constantopoulou

His Majesty’s Inspector

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