

School inspection report

14 to 16 April 2026

Darul Hadis Latifiah School

1 Cornwall Avenue

Bethnal Green

London

E2 0HW

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Governors know the school well. They oversee its educational activities effectively. They use reports and information from school leaders to understand school life. Their regular visits to the school confirm these reports in person and take account of the views of pupils and staff. This ensures that the Standards are met consistently.
2. Leaders provide a highly integrated curriculum. This combines a careful study of Islam, an ambitious academic core curriculum and preparation for life in modern Britain. Leaders and teachers actively seek out ways to draw links between the different aspects of the curriculum. They consider this carefully in the way that the timetable is arranged, the careful planning of schemes of work and the teaching of individual lessons. Teachers implement this approach consistently in lessons and assemblies. As a result, pupils gain a highly sophisticated understanding of the links between their Islamic studies and their other lessons. Pupils relate passages in the Qur'an to their academic subjects and link Islamic moral teaching with modern ethical frameworks. This sophisticated understanding is a significant strength of the school.
3. Leaders provide parents with regular updates on their child's progress. The school's website provides a wide range of useful information to parents. However, at the start of the inspection the website did not include the relationships and sex education (RSE) policy and all the required inspection reports. This was remedied during the inspection.
4. Teachers use their knowledge of individual pupils to plan lessons which are well adapted to pupils' needs and current level of attainment. Teachers use questioning effectively to assess pupils' current knowledge, as well as to develop their understanding. Pupils make good progress. Typically, they attain above national averages in public examinations.
5. Staff have high expectations of pupils' behaviour. They implement these expectations consistently throughout the school. Pupils behave well and treat each other with respect and kindness.
6. Leaders prioritise supporting pupils' mental and physical health. They provide a carefully planned programme of personal, social, health and economic education (PSHE). This helps pupils to understand how to manage everyday stresses and to keep themselves physically healthy. The programme includes the required aspects of RSE. Pupils learn how to develop healthy relationships with others.
7. The careers education curriculum introduces pupils to a wide range of future careers and options for further study. Pupils learn employment skills such as writing application letters, but these sessions are sometimes taught later than would be most useful for pupils.
8. The curriculum prepares pupils well for life after school. Pupils learn about the values, institutions and services of British society. Pupils develop links with the local community by visiting local organisations and engaging in charity work.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that the school's website consistently provides a complete set of the required information for parents
- ensure that the timing of topics in the careers education programme is consistently well matched to pupils' needs at the most appropriate stage in their learning.

Section 1: Leadership and management, and governance

9. Governors maintain close oversight of the school. They meet regularly and consider detailed reports from school leaders. They scrutinise information on pupils' academic outcomes, as well as attendance and pastoral indicators. Governors visit the school regularly to observe lessons and to speak to staff and pupils. They understand how well the school's policies and procedures work in practice. Together with leaders, they ensure that the Standards are met consistently.
10. Leaders ensure that parents are provided with useful information on the school's activities, as well as regular updates on their child's academic progress. Leaders communicate regularly with parents. They offer them opportunities to ask questions or raise concerns. At the start of the inspection the school's website did not provide the full set of previous inspection reports and RSE policy. This was remedied during the inspection.
11. Leaders and governors share a clear vision for the school. They ensure the provision of an education which integrates high levels of academic aspiration with a full Islamic education. Leaders promote an ethos where Islamic scholarship, academic studies and preparation for life in modern Britain work highly effectively in partnership. Pupils embrace this ethos and learn to explore the links between these different areas.
12. Leaders undertake regular and robust self-evaluation. They maintain detailed records of pupils' academic progress and welfare. Their regular scrutiny helps to spot any trends and patterns. Leaders engage positively with the school council. They consider their ideas for changes to the school. These can lead to positive change, for instance when the council suggested adding blazers to the school uniform. Leaders regularly speak to staff and visit classrooms to observe teaching. They monitor the effectiveness of lessons and respond, for instance by arranging training for teachers or providing additional opportunities for pupils.
13. School leaders understand the importance of the assessment and management of risk in the school. They take a strategic approach to identifying risks and act to mitigate them. Their actions take account of any local or national contextual risks and any potential negative impact on pupils. Leaders ensure that staff have the training to carry out appropriate risk assessments for individual activities. This includes for educational visits away from the school site.
14. Leaders maintain a comprehensive set of policies. These set out clearly how the school runs on a day-to-day basis. Well-planned training ensures that staff understand these policies and implement them consistently. Leaders monitor the introduction of new regulations. They update their policies regularly so that they are in line with these requirements.
15. Leaders consider pupils' individual needs carefully and, where necessary, make adaptations so that pupils can access the curriculum. They maintain an appropriate accessibility plan which thoughtfully considers pupils' current and potential needs. The school meets its requirements under the Equality Act 2010.
16. Leaders maintain close links with local agencies to support pupils. Leaders work closely with external professionals, including social workers, to provide any additional support when needed. Leaders are proactive in sharing information with other schools when pupils join or leave the school at non-standard transition points. They make appropriate returns to the local authority in these cases.

17. Leaders provide a clear process for parents to submit complaints. Appropriate systems ensure a response to any such complaints within the published timescales. Leaders maintain suitable records of these. They share the associated information regularly with governors.

The extent to which the school meets Standards relating to leadership and management, and governance

18. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

19. Leaders provide a curriculum which carefully integrates a broad selection of national curriculum subjects with a customised programme of Islamic studies. This means that pupils develop a deep understanding of their religion in an academic context. They learn to draw sophisticated links between the teachings of Islam and their core subjects. Teachers plan and draw out these links successfully throughout the curriculum. Pupils explore this learning more deeply in research projects. Pupils understand the way in which ideas and skills cross over between these studies, for instance the analysis of UK law and Islamic jurisprudence.
20. The Islamic studies course enables pupils to develop a deep knowledge of Islam. Teachers use their extensive subject knowledge to plan lessons which broaden pupils' understanding of Islamic history and the Qur'an. Leaders ensure that pupils encounter and understand a range of perspectives from a diverse range of Islamic scholars. Religious studies (RS) lessons enable pupils to understand how Islamic beliefs compare to those of other faiths. Teachers skilfully identify opportunities to relate different areas of the curriculum together. When studying the witches in *Macbeth*, for example, they reflect on the portrayals of evil in different religious traditions. Pupils build a nuanced understanding of the way similar themes are dealt with in different intellectual frameworks.
21. Pupils study a broad range of subjects throughout their time at the school. Year 11 pupils take GCSEs which meet the requirements of the English Baccalaureate. Pupils in the sixth form study a four-year Alim course in Islamic scholarship and typically take three A levels at the end of Year 13. Pupils make good progress and achieve above national averages in public examinations.
22. Teachers know their pupils well and adapt their teaching to meet pupils' individual needs. They monitor pupils' work carefully, using regular assessments and skilful questioning to check pupils' understanding. Teachers create a range of effective resources to support pupils with different levels of understanding. They challenge the highest-attaining pupils appropriately and support those who may be struggling. No pupils in the school have special educational needs and/or disabilities (SEND) but leaders understand that such pupils may require specialised support to meet their needs.
23. Leaders prioritise the development of pupils' spoken and written language skills. In lessons, teachers use probing questioning to challenge pupils to explain their ideas fully and clearly. Teachers help pupils to develop a range of writing techniques including notetaking, factual writing and persuasive writing. Regular competitions in writing and debating help pupils to extend these skills. Pupils are confident and articulate whether presenting an argument on climate change or reciting the Qur'an. No pupils in the school are identified as speaking English as an additional language (EAL), but teachers provide additional, targeted support for any pupils who may require it.
24. Teachers of science and mathematics use their secure subject knowledge to help pupils to develop their numerical, scientific and technological skills. Clear and helpful explanations help pupils to deepen their understanding of complex topics. They use their knowledge of common misconceptions in their subjects to pre-empt pupils' misunderstandings. Consequently, pupils make good progress. Creative and challenging lessons help pupils to explore the links between science and religion, for instance when comparing modern theories of the origin of the universe to verses in the Qur'an.

25. Leaders integrate opportunities for creative expression and the development of aesthetic understanding into the curriculum. Pupils throughout the school practise Qirat devotional singing. This enhances their musical skills as well their understanding of Islam. In Arabic lessons, pupils create high-quality calligraphy which is displayed around the school.
26. A systematic sequence of assessments ensures that leaders and teachers understand pupils' progress. On joining the school, for example, pupils take an initial assessment. Leaders monitor pupils' progress from this point using regular formal tests. Teachers celebrate pupils' successes and provide support for any who require it. These assessments are also used to identify any pupils who may have SEND.
27. A range of recreational and enrichment activities are provided during the school day and after school. Pupils develop their technical skills in coding lessons and learn to work together when playing football and basketball. They develop their critical thinking and ability to argue a position in debating club.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 28. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Leaders promote an atmosphere in the school in which all adults and pupils see each other as members of one family. Pupils show kindness and respect to one another. Staff act as role models in their interactions with pupils. They treat them with dignity, listen to their concerns and avoid raising their voices. Staff value each individual and help pupils to develop their own self-worth and self-esteem. Pupils understand who to speak to if they have any concerns. They develop trusting relationships with adults in the school.
30. Pupils benefit from a deeply moral and spiritual curriculum. This builds through both the Islamic and core parts of the curriculum. Leaders integrate devotional activities into the school day through assemblies and prayers. Staff devise well-considered sequences of activities. These activities deepen pupils' understanding, for example when drawing links between moral teachings in the Qur'an and modern ideas of fundamental human rights.
31. Leaders provide a well-planned PSHE curriculum. This supports pupils to manage their physical and mental health. Pupils learn how to manage their mental health, particularly at times when they may be under academic pressure or anxious about examinations. Staff run healthy eating workshops. Pupils understand the importance of correct nutrition in promoting good health. As pupils learn to manage their own health, they develop self-knowledge and self-confidence.
32. Staff have high expectations of pupils' behaviour. They implement the school's behaviour policy consistently and effectively. Staff praise pupils' positive behaviour. They celebrate self-discipline and kindness with prizes and messages home. Where any pupil's behaviour falls below expectations, staff respond promptly and in line with the school's systems. Leaders maintain detailed logs of any sanctions given. They analyse these carefully so they can respond swiftly to any patterns or trends. Pupils behave well in the school. The environment is calm and studious.
33. Leaders provide a clear anti-bullying policy which is consistently well implemented by teachers. Pupils understand the harm bullying can cause and how to respond. Leaders carefully consider any potential barriers to pupils raising concerns. They adapt the curriculum to overcome these barriers. Leaders respond to any rare instances of bullying promptly and appropriately.
34. The carefully planned RSE programme considers pupils' current level of understanding. Pupils learn about healthy relationships, including consent and sexual health. This programme sensitively draws links between the content taught and Islamic teachings, for instance on marriage. Leaders share detailed information on the RSE curriculum with parents. There are opportunities for parents to discuss the course with senior leaders. However, at the start of the inspection the RSE policy was not on the school's website. This was remedied during the inspection.
35. In physical education (PE) lessons and during enrichment time, pupils take part in a range of physical activities to develop their physical fitness and sporting skills. Staff identify common themes which they develop across different sports. This includes, for example, by improving pupils' agility in tennis and football. The curriculum is well designed to develop pupils' theoretical understanding, drawing links with PSHE, for instance when talking about intrinsic and extrinsic motivation or the ethics of performance-enhancing drugs.

36. Leaders take a systematic approach to managing the school building and to monitoring health and safety. They regularly inspect the site for any hazards. Any measures to mitigate risks are carried out appropriately. Staff supervise pupils carefully throughout the school day. Leaders use external specialists appropriately to carry out checks and provide specialist advice. They respond promptly and thoroughly to any recommendations these external audits may suggest. Regular evacuation drills ensure that pupils know what to do in the event of an emergency.
37. Leaders maintain effective systems for monitoring and improving pupils' attendance. Teachers record attendance accurately and staff follow up any absences promptly. This information is accurately recorded in an electronic attendance register. Leaders regularly review attendance records and intervene promptly to support any pupils at risk of low attendance, including sharing appropriate information with the local authority. Leaders maintain an up-to-date admission register of pupils currently attending the school.
38. Leaders provide appropriate facilities for accommodating any pupils who become unwell. Regular training ensures that a suitable number of staff are available to provide first aid when required. Staff accurately record any accidents or near misses. Leaders review these records to identify any trends, patterns and lessons learned.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 39. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

40. Leaders prepare pupils well for life beyond school. The curriculum develops pupils' understanding of British values and how these relate to the pupils' Islamic faith. Pupils understand the complexities which can occur when rights and responsibilities appear to be in conflict. This includes, for example, when exploring how freedom of speech does not include hate speech or incitement to break the law. As a result, pupils develop a deep understanding of the subtleties of their rights and responsibilities.
41. The PSHE programme provides pupils with information on a wide range of careers. Visiting speakers, including local organisations and school alumni, provide pupils with personal reflections on different careers. Consequently, pupils gain a deeper understanding of the options available to them. Leaders ensure that the advice to pupils is impartial and balances the different opportunities available. Pupils take part in workshops which develop skills, such as preparing a CV and writing application letters. However, the timing of these workshops is not always best aligned with pupils' needs so they may receive information later than would be most useful.
42. Staff prepare pupils well for continuing their studies beyond school. The curriculum is well balanced. Pupils are well prepared to either continue their Islamic studies or to undertake further study at college or university. Staff provide pupils with effective support and advice when applying for courses. Pupils successfully pursue a wide range of different academic and vocational pathways.
43. Leaders carefully plan the Islamic studies and RS programmes to enable pupils to gain an understanding of different faiths. Teachers introduce pupils to different religious books and practices. This understanding helps pupils to develop high levels of respect for different faiths. Leaders develop links with local schools so that pupils can share their experiences of their faith and culture with those from other faiths, genders and cultural backgrounds. Pupils develop a respectful attitude to those of different faiths and cultures from their own.
44. The history and geography curriculums provide opportunities for pupils to learn about different cultures. Staff take opportunities to explore the negative effects of discrimination, for instance when learning about the barriers faced by those of different racial backgrounds at different times in history. Teachers explore the moral impact of past events from different perspectives such as, for example, when considering different historical justifications for slavery. Pupils develop an understanding of the harm these activities cause and the importance of taking moral responsibility in their lives.
45. Pupils learn about the importance of democracy and the rule of law. In history lessons, pupils compare different systems of government, such as democracy and autocracy. Pupils link the benefits of democracy to individual rights such as the right to vote. They gain insights into the working of local democracy, for instance, through visiting the local town hall and speaking to council officials. Pupils put their understanding into practice when electing year-group representatives for the school council. They understand how this gives them a voice in the running of the school.
46. Leaders provide a well-planned curriculum for economic education. In PSHE lessons, pupils learn about how bank accounts work and the difference between debit and credit cards. Older pupils undertake workshops on financial literacy. These provide them with practical information such as

about budgeting, saving and income tax. Pupils understand the importance of developing healthy financial habits and the need to prepare for taking on financial responsibility in their adult lives.

47. Pupils understand and appreciate their responsibilities towards others and their local community. They explore the significance and rules of Zakat, linked to almsgiving, in Islamic studies lessons. This means that they understand how this applies in a modern context. Pupils regularly undertake charitable activities, such as fundraising and collecting food for local food banks. They take part in a regular charity day where they sell food they have cooked and donate items to their local community.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 48. All the relevant Standards are met.**

Safeguarding

49. Leaders promote a robust safeguarding culture at the school. They consider any potential safeguarding risks, taking timely action to reduce these as far as possible. They are aware of local and national safeguarding trends and use these to plan their actions in the school.
50. Leaders with responsibility for safeguarding understand their roles well. They take part in regular training, including with the local authority. Effective staff training includes, for example, formal sessions and regular discussion of safeguarding scenarios. Staff are aware of the signs of abuse. They know how to respond should they have concerns about a pupil.
51. Safeguarding systems and procedures are well designed and effective. Staff use these systems appropriately. They report any concerns they may have to leaders in a timely manner. This includes any low-level concerns about other adults. Leaders maintain detailed safeguarding records. They act promptly and effectively in response to any concerns that are raised.
52. Where necessary, leaders work closely with local safeguarding partners to support pupils. They understand local thresholds and actively engage with external agencies to support pupils who may be vulnerable.
53. Staff teach pupils how to keep safe, including when online. Leaders provide a curriculum which is carefully adapted to pupils' needs. Lessons and assemblies consider contextual safeguarding risks in the local area. Leaders work with local partners to provide additional training for pupils. Curriculum reviews lead to regular updates such as, for example, to teaching about online safety. Leaders consider emerging risks such as artificial intelligence. They make use of an effective internet filtering and monitoring system to ensure that pupils make appropriate use of the internet in school time.
54. Leaders ensure that the required pre-employment checks are completed before any adults join the school. These are accurately recorded in an appropriate single central record of appointments (SCR).

The extent to which the school meets Standards relating to safeguarding

- 55. All the relevant Standards are met.**

School details

School	Darul Hadis Latifah School
Department for Education number	211/6389
Registered charity number	1200935
Address	Darul Hadis Latifah School 1 Cornwall Avenue Bethnal Green London E2 0HW
Phone number	020 8980 2673
Email address	info@darulhadis.org.uk
Website	www.darulhadis.org.uk
Proprietor	Darul Hadis Latifah Foundation
Chair	Hafiz Maulana Mohammed Abdul Jalil
Headteacher	Muhammad Hasan Chowdhury (principal) Maruf Ahmed and Anhar Ahmed (co-headteachers)
Age range	11 to 20
Number of pupils	132
Date of previous inspection	14 to 16 March 2023

Information about the school

56. Darul Hadis Latifah School is a boys' day school located in a single building in Bethnal Green, east London. The school is a charitable trust overseen by a board of governors with delegated responsibilities. It was previously inspected by Ofsted.
57. The school has identified no pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
58. The school has identified no pupils as speaking English as an additional language.
59. The school states its aims as being to foster a lifelong enthusiasm for learning and enable every student, regardless of race, class or ability, to achieve their personal best. These goals are rooted in the founding community's desire for a school that delivers a high-quality education within an environment that also nurtures Islamic and spiritual development. The school actively promotes British values and respect for all, and aims to produce graduates who are academically capable, grounded in Islamic sciences and developed morally and spiritually.

Inspection details

Inspection dates

14 to 16 April 2026

60. A team of three inspectors visited the school for two and a half days.

61. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

62. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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