

# Darul Uloom Dawatul Imaan

Harry Street, Off Wakefield Road, Bradford, BD4 9PH

<b>Inspection dates</b>	13/05/2013 to 15/05/2013	
<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Outcomes for boarders	Good	2
Quality of boarding provision and care	Good	2
Boarders' safety	Good	2
Leadership and management of boarding	Good	2

## Summary of key findings

### The boarding provision is good because

- Leaders and managers work hard to achieve good outcomes for boarders so that they enjoy their boarding life. They form positive relationships within an inclusive boarding community.
- Boarders are confident and thrive in the boarding environment. Boarders' well-being and their personal development are successfully enhanced by the good level of care they receive. Equality and diversity is well promoted to meet individual needs.
- Safeguarding is good. Boarders feel happy and safe. Staff are trained to promote the welfare of boarders at all times. Parents' views are overwhelmingly positive about the safety and care of their children at the school.
- Boarding routines are well organised and boarders take pride in their boarding school. They develop self-discipline, strong cultural respect and live out the principles and values of their faith.
- The boarding provision has substantial areas of strength and no weaknesses which have a direct impact on the outcomes for boarders. Points for further improvement relate to administrative processes and maintaining the good progress made in opening the new school building.

### Compliance with the national minimum standards for boarding schools

The school meets the national minimum standards for boarding schools

## Information about this inspection

This inspection was completed following a short notice period of three hours. Time was spent within the boarding hostel over three days including evenings. A range of records were examined related to the care provided and meals observed. Discussions were held with members of the senior management team, social welfare and medical officers, health and safety coordinator, chef and the child protection officer. Parents and the Local Authority Designated Officer also contributed to the inspection. Discussions were held with individual students and four groups of boarders including prefects and the student council.

## Inspection team

Robert Curr	Lead social care inspector
Lynne Busby	Social care inspector
Malcolm Stannard	Social care inspector

# Full report

## Information about this school

Darul Uloom Dawatul Imaan is an independent Muslim boys' boarding school for pupils aged 11 – 18 in Bradford. The school currently offers boarding education to 132 students, some of who are continuing in their Islamic studies. The school aims to provide an education in a secure and holistic Islamic environment.

The boarding provision was last inspected in March 2011.

## What does the school need to do to improve further?

- ensure that records hold the correct amounts of homely remedies in stock and remain auditable
- ensure that accident records contain a comprehensive record of any action taken following an incident
- ensure that records fully describe any incident that leads to a sanction being imposed
- continue with the good progress made to enable the new school building to open.

## Inspection judgements

### Outcomes for boarders

**Good**

Outcomes for boarders are good. The promotion of positive relationships and a positive ethos is good. All boarders spoken with were unanimous in their positive view of the boarding experience. Relationships between boarders are constructive because they live in an inclusive and harmonious boarding community. Boarders have friends and they get on well together and feel included. Boarders summed this up by saying, 'This is a special place, it is like my family.'

Boarders develop good social skills. They learn to compromise and get on well with others from different backgrounds and cultures. Boarders take great pride in maintaining exceptionally good behaviour and helping fellow boarders. The strong culture of respect and caring for others is reflected in boarders' comments, such as 'We must respect each other well.' Boarders also take great pride in their role as mentors in helping new boarders to settle in. An overseas boarder states, 'Everyone helped me to settle, especially when I missed my home and the warm weather.'

The positive relationships between boarders and boarding staff are a key strength. Boarders feel relaxed and safe in the boarding environment because they are assured by the caring approach of the supervising staff. Boarders are very confident about being able to talk to the boarding staff. One boarder summed this up, 'Supervisors are really caring, they care for us all the time.'

Boarders value boarding because the experience enhances all aspects of their development, not least their educational progress. They also make good progress in developing self-esteem, spiritual resilience and independence. Boarders say they are well prepared for further education and adult life as a result of their boarding experience. This overall progress is reflected in boarders' comments and they say, 'Being here prepares me for my Islamic journey and helps me when I grow up.' Another boarder commented, 'This is the best Islamic school I have been to, I really like it here.'

The boarders are very proud of their behaviour. They feel the rules are fair and help them behave. Their comments include, 'The school and teachers help you behave. I feel respected by everyone.' Another boarder commented, 'I am so proud to be part of this school.'

Boarders are encouraged to take responsibility for their own health and fitness. They take pride in participating in a variety of physical sporting activities to keep fit. They are particularly positive about the catering arrangements, saying 'The cook looks after us and makes really good food, and the food is brilliant.'

Boarders feel they are consulted and able to contribute to the school and boarding provision. They have a strong sense of trust in the boarding staff, prefects and leaders in the school. Boarders firmly believe staff listen to them, understand and respond to their views and ideas. They value how they are asked about meals at the school and choose where they would like to go on trips. Visits to places of interest are the result of boarders' choice.

### Quality of boarding provision and care

**Good**

The quality of the boarding provision is good. Boarders are living in one boarding hostel divided by different age ranges. This helps to support and foster friendships. All communal areas are located in the main school. Boarders' bedrooms are generally comfortable and personalised. Boarders learn key skills such as keeping their rooms fully clean and tidy, and to manage their clothes for laundry. They achieve this well. Boarders feel comfortable and relaxed in the clean and safe boarding areas. Although there is a programme of maintenance in place, the boarders look forward to moving into the new accommodation because the current facilities are old and

dated. However, this does not have a direct impact on outcomes for boarders.

The quality of the records for boarders is good. Staff complete basic information. The pastoral staff oversee records to ensure there is a well-balanced approach to studies.

The quality and effectiveness of the school's arrangements for promoting and caring for boarders' health and well-being is good. Boarders say that they are able to seek the correct help and support when they are unwell. Where appropriate, they visit the doctor, dentist, and optician as and when they need. Staff keep basic records related to health care and accidents. The only slight weakness is in the quality of medication and accident recording. The accident records do not clearly provide a comprehensive overview of all interventions. For example, any treatment administered by a hospital emergency department is not always recorded and homely remedies are not audited. As a result, this limits the ability of senior staff to track the effectiveness of health interventions.

The quality of the pastoral support for boarders is excellent and it works successfully. The role and support from the independent listener is well embedded and boarders know their rights about how to complain. Boarders say that their inductions to school life are good and they are given time to settle in. Boarders are provided with exemplary support which is holistic. For example, the roles of student prefects are promoted positively among the boarders. Boarders are encouraged to develop sound morals and staff help nurture students' characters. This enables boarders' personal, social and emotional character to flourish and develop. As a result, this creates the best circumstance for boarders' development and learning.

Boarders' achievements are recognised and celebrated. For example, boarders are provided with opportunities to deliver speeches on various topics in at least three different languages. This helps them with their Islamic theology and to become confident public speakers. As a result, boarders learn to boost their self-confidence.

The quality of catering and food is good. Boarders say they enjoy food that is of a good quality and quantity. Boarders enjoy communal meals by eating together and these meals are taken in a separate spacious dining hall.

## **Boarders' safety**

**Good**

The school's ability to safeguard and promote the welfare of boarders is good. The school creates this successfully by generating a positive safeguarding environment. Boarders overwhelmingly say that they feel safe and are safe in the school. Staff are suitably trained in child protection and safeguarding with senior staff taking the lead for child protection matters. All staff understand the reporting procedures including those related to acting on allegations. Bullying is uncommon. Boarders are educated to understand the negative affect of all bullying behaviours and more recently with cyber bullying. Records of disciplinary sanctions are held. However, they do not fully describe the inappropriate behaviour that has taken place. This makes it difficult to monitor the appropriateness of the sanction.

The school endeavours to meet its commitment of aiming to provide a safe environment for boarders. Due to a major building project, the characteristics of the site are demanding and challenging. However, the school has proactively addressed health and safety matters and obligations.

Boarders' whereabouts are known to staff at all times. No boarders have ever gone missing. There are clear procedures and staff are aware how to deal with this unlikely event.

Boarders' behaviour is exemplary. There are many good examples of boarders being courteous

and considerate to others. Boarders know and understand the rules of the school. Good incentives and rewards are used to recognise and mark students' progress.

The school's recruitment and selection procedures are safe and sound. In all cases the school follows its own stated policies. As a result, the school is confident that all staff are suitable to work with boarders.

## **Leadership and management of boarding**

**Good**

The leadership and management of the boarding provision is good. Boarders have a strong sense that boarding is improving their lives. Leaders and managers are open and motivated to address improvement, in particular, the building of a new school and boarding provision that is close to completion. They show great potential and are on a continuous journey. Changes in legislation are fully embraced and new monitoring processes allow for strategic management oversight. This means that the senior team are measuring the impact and outcomes for boarders.

The school fully meets its stated aims of providing high levels of spiritual, moral and Islamic awareness. Boarders are encouraged to develop self-discipline and to positively contribute to a well-ordered and caring environment.

Boarding is an integral aspect of school life and is well embedded across the school community. Boarder's daily routines are highly organised and structured. Boarders are at ease and are sensitive to the needs of others within the boarding community as well the school at large. One boarder commented, 'We are of one brotherhood, we are here to make this a happy place.'

The arrangements for staffing in the boarding hostels are good. Boarders benefit from excellent levels of support, advice and guidance. Boarders find it easy to seek help and support when they need. Positive relationships exist between the boarders, teachers and boarding staff. There are also good relationships with parents. Results from surveys returned by parents show that the vast majority strongly agree that their child enjoys boarding.

Boarders say that consultation is a normal part of school life. This is because the school's structures enable boarders to feel assured with sharing ideas and views. Along with the suggestions box and school council boarders confidently approach prefects who represent and act as an advocate on their behalf.

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

## School details

<b>Unique reference number</b>	134140
<b>Social care unique reference number</b>	SC050866
<b>DfE registration number</b>	380/6114

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

<b>Type of school</b>	
<b>Number of boarders on roll</b>	132
<b>Gender of boarders</b>	Boys
<b>Age range of boarders</b>	11 to 23
<b>Headteacher</b>	Mr Mohamed Bilal Lorgat
<b>Date of previous boarding inspection</b>	03/03/2011
<b>Telephone number</b>	01274 402233
<b>Email address</b>	sap@dawatulimaan.org.uk

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