ISI Independent Schools Inspectorate

Additional inspection report

8 to 9 April 2026

Darul Uloom Dawatul Imaan

Harry Street

Off Wakefield Road

Bradford

BD4 9PH

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'.

Inspection outcome

The school does not meet all the relevant Standards that were considered during this inspection. A schedule of unmet Standards is included at the end of the report.

Inspection findings

Part 1. Quality of education provided

ISSR paragraph 3(h)

1. Teachers understand the school's behaviour management policy well and apply it consistently when teaching to support pupils to behave well. Leaders monitor the behaviour of pupils carefully and are thoughtful in helping pupils to understand the consequences of their actions.
2. The school meets the Standards.

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

ISSR paragraphs 5(b)(ii), 5(b(iii)

3. The relationships and sex education (RSE) and personal, social, health and economic education (PSHE) curriculums, weekly assemblies and day-to-day interactions with staff, help pupils to understand the difference between right and wrong, respect the law and take responsibility for their own actions. The PSHE curriculum is carefully sequenced by leaders to build on pupils' prior knowledge so that pupils develop their understanding of the importance of the rule of law and the role of the police in supporting communities in a way that is suitable for the age of pupils.
4. Leaders provide pupils with a range of appropriate opportunities to engage with the local community. For example, pupils clear litter from local streets, weed gardens and distribute gifts to the local Christian community at Christmas. Older pupils attend local mosques and deliver presentations that help to improve their public speaking and leadership skills. Leaders ensure that pupils are prepared well to participate in a culturally diverse society. For instance, leaders have established constructive links with a local church, and pupils visit neighbouring places of worship representing different religions.
5. The school meets the Standards.

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a)and 7(b), 8(a) and 8(b), 9, 16; NMS 8.1, 8.2. 8.4, 11.3, 11.5, 15.1, 17.3

6. A suitable safeguarding policy which is in line with statutory guidance is in place. However, governors and leaders do not ensure that this policy is effectively implemented. In particular, leaders do not consistently make prompt referrals to children's services or to the police when required. Leaders do not understand the thresholds for such referrals.
7. Leaders with responsibility for safeguarding are suitably trained for their roles. They understand the contextual risks to pupils, including those related to radicalisation and extremism, and take suitable actions to mitigate these risks. Safeguarding files are detailed, held securely and include the reasons for leader's decisions. Leaders liaise with the local authority for training and advice and ensure that the local authority is kept informed of any pupils leaving or joining the school at non-standard transition points.

© Independent Schools Inspectorate 2026

8. Staff are well trained in safeguarding and understand their responsibilities as set out in the code of conduct for staff. They know how to recognise the signs of abuse and exploitation and understand that concerns about the welfare of pupils or the conduct of adults working in the school must be reported without delay. Leaders keep a detailed log of low-level concerns relating to the behaviour of adults. The log includes the actions taken by leaders in response to these concerns. Leaders monitor this log to identify and act on any patterns.
9. School policies state clearly that sexual relationships between pupils are prohibited. Leaders understand the risks associated with boarding and have thought carefully how to reduce these risks, including reflecting these risks in the school's child-on-child abuse policy. Boarders are able to contact staff easily, including overnight, if they require assistance. Boarders are reminded how they can contact both an independent person and suitable external services for children.
10. Leaders ensure that pupils are informed about how to keep themselves safe, including when online, through the RSE and PSHE curriculums. Leaders ensure that a suitable internet filtering and monitoring system is in place and that these systems are frequently checked for their effectiveness. Staff are consistent in applying the school's rules in relation to mobile phones, including during boarding time.
11. Pupils have a clear understanding of the school's behavioural expectations and behave well. Instances of serious misbehaviour are unusual, but when they occur, leaders deal with these promptly and appropriately, ensuring the pupils involved have suitable support to improve their conduct. Leaders are diligent in recording any disciplinary incidents. Leaders monitor these records carefully to identify any trends or patterns, including where incidents occur, so that they can take action to further support pupils. The RSE and PSHE curriculums and assemblies promote respectful relationships between boarders. However, at the start of the inspection, school policies relating to boarders were not clear about the role of specific staff in supporting the behaviour of boarders, the expectations of boarders' behaviour or on the additional vulnerability of boarders to bullying. Leaders rectified this before the end of the inspection so that polices accurately reflect embedded practice.
12. Leaders' approach to the management of risk is consistently robust and effective. Staff have suitable training to identify and assess the risks relating to potential hazards. Written risk assessments are clear and detailed and include suitable control measures to help keep pupils and staff safe. Leaders monitor risk assessments, ensure that they are regularly reviewed so that they remain relevant and effective.
13. The school does not meet the Standards.

Part 4. Suitability of staff, supply staff, and proprietors

ISSR paragraphs 18(2)(f)

14. Leaders are diligent in implementing clear procedures to ensure that all the required pre-employment checks are carried out on staff who care for boarders before they start work in the school. These checks are accurately recorded in the single central record of appointments (SCR).
15. The school meets the Standards.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

16. At the start of the inspection, leaders had not published an up-to-date version of the safeguarding policy on the school's website. This was corrected before the end of the inspection.

17. The school meets the Standards.

Part 8. Quality of leadership and management of schools

ISSR paragraph 34(1)(a), (b) and (c) and 34(2); NMS 2.1, 2.2, 2.4, 2.5.

18. Governors do not ensure that leaders have the skills, knowledge and understanding to meet the Standards consistently. They do not ensure that leaders act consistently, and in a timely manner, to protect pupils. Governors do not maintain adequate oversight of safeguarding.

19. Governors have appropriate oversight of the work of leaders in relation to the identification and management of risk, boarding provision and behaviour management. Governors meet regularly to review written reports provided by leaders. Governors are in school frequently to speak with staff and pupils so that they can understand and evaluate for themselves the impact of leaders' decisions.

20. Boarding leaders are suitably trained. They understand the needs of the pupils they care for and act quickly to ensure pupils are helped and supported.

21. The school does not meet the Standards.

Schedule of unmet Standards

Paragraph	Standard
ISSR[1] Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 3, paragraph 8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—
8(a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the well-being of pupils.
34(2)	For the purposes of paragraph (1)(c) 'well-being' means well-being within the meaning of section 10(2) of the Children Act 2004(a).
NMS[2] 2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
NMS 2.5	The school's leadership and management and governance actively

[1] The Education (Independent School Standards) Regulations 2014 ('ISSR')

[2] National Minimum Standards for boarding schools ('NMS')

© Independent Schools Inspectorate 2026

	promote the wellbeing of pupils.
NMS 8.1	The school should ensure that: • arrangements are made to safeguard and promote the welfare of pupils at the school; and • such arrangements have regard to any guidance issued by the Secretary of State.

School details

School	Darul Uloom Dawatul Imaan
Department for Education number	380/6114
Registered charity number	1124091
Address	Darul Uloom Dawatul Imaan Harry Street Off Wakefield Road Bradford West Yorkshire BD4 9PH
Phone number	01274 402233
Email address	info@dawatulimaan.org
Website	https://dawatulimaan.org
Proprietor	Darul Uloom Dawatul Imaan
Chair	Mr Omar Kholwadia
Headteacher	Mr Abdurrahman Kayat
Age range	11 to 25
Number of pupils	175
Number of boarding pupils	175
Date of previous inspection	12 to 14 November 2024

© Independent Schools Inspectorate 2026

Information about the school

22. Darul Uloom Dawatul Imaan is an independent Muslim boarding school for male pupils in Bradford, West Yorkshire. Boarding accommodation is arranged on two floors of the main building. Established in 2001, the school is governed by a board of trustees.
23. The school has identified a small number of pupils as having special educational needs and/or disabilities. No pupil in the school has an education, health and care plan.
24. The school has not identified any pupils as speaking English as an additional language.
25. The school states its aims are to develop scholars who embody intellectual acumen and sincere piety, resulting from excellent secular and traditional Islamic-faith teaching. The school aims to deliver a well-rounded education that will equip them as effective faith leaders within the Muslim community and wider modern British society.

Purpose of the additional inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced additional monitoring inspection which was carried out at the request of the Department for Education.

Inspection details

Inspection dates	8 to 9 April 2026

26. Two reporting inspectors visited the school for two days.

27. Inspection activities included

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- discussions with the chair of governors and members of the governing body
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils and parents
- visits to the boarding house accompanied by pupils and staff.

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**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net

© Independent Schools Inspectorate 2026