

Inspection of Jamea Al Kauthar

Ashton Road, Lancaster, Lancashire LA1 5AJ

Inspection dates: 12 to 14 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

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?

Pupils, including students in the sixth form, said that staff at Jamea Al Kauthar look after them well. This helps pupils and students to feel safe and happy. Pupils said that they are confident to talk with staff about any concerns that they may have. They know that their teachers will give them help if they need it.

Pupils work hard and behave very well because they know that leaders expect them to do so. Pupils learn well and most acquire the qualifications that they need for the next step in their education. Where needed, leaders provide opportunities for students in the sixth form to improve their performance in mathematics and English at GCSE level. Pupils become confident and articulate during their time at the school.

Pupils' behaviour is excellent. This helps pupils to get the most out of their learning in class. Bullying is rare. When it does happen, pupils feel secure in the knowledge that leaders deal with it swiftly and effectively.

Beyond the classroom, pupils have opportunities to develop a sense of responsibility. For example, they raise money for good causes. They also enjoy educational visits to places such as a nearby museum and a local church.

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

Leaders have designed a curriculum that has an ambitious and broad range of subjects. They successfully balance Islamic studies with a variety of secular subjects. Leaders also provide a curriculum in the sixth form that relates to pupils' interests and mostly builds on the learning that pupils receive up to the end of key stage 4. Leaders have thought clearly about what they want pupils and students to learn and in what order.

Staff have effective ways of checking on whether pupils remember what they have learned. Teachers receive helpful support from leaders to enable them to teach the range of subjects successfully. In the sixth form, a few staff have expert knowledge in some subjects, such as mathematics. Across most of the curriculum, staff explain what pupils and students need to know clearly and effectively. However, in a few subjects, such as physical education (PE) and personal, social, health and economic (PSHE) education, staff sometimes do not teach the curriculum in the correct order. This means that some pupils do not develop their knowledge as securely as they could.

In most subjects, pupils learn well and remember knowledge securely. They can connect their learning to what staff have previously taught them. Pupils typically gain a range of GCSEs by the end of key stage 4. Many go on to acquire A levels and BTEC qualifications in the sixth form, although the range of subjects available is not as wide as it could be. Leaders emphasise the importance of reading. The large majority of pupils read with strong fluency and comprehension. The small proportion

of pupils who are less confident readers receive useful support from staff to strengthen their fluency and accuracy.

Pupils' behaviour is exemplary. This is also true for students in the sixth form. Their attendance at school is high. Pupils and students show strong levels of self-discipline and are fully aware of leaders' expectations for behaviour. They are highly motivated and have very positive attitudes to their education. As a result, staff are able to teach the curriculum without disruption.

Leaders provide a variety of opportunities for pupils to gain experiences outside the formal, secular curriculum. Pupils take part in sporting clubs, such as badminton and dodgeball. They attend regular workshops to find out about eating healthily. They also enjoy activities such as gardening and art clubs. Lessons in Islamic studies contribute well to the work that leaders do to develop the spiritual aspect of pupils' education. Pupils also understand the importance of respecting others.

Leaders have developed effective ways to identify the needs of pupils who need additional help, including the few pupils with special educational needs and/or disabilities (SEND). Leaders work with parents to provide the right support to ensure that these pupils have access to the curriculum. Leaders also provide pupils with specialist support from outside school when they need to do so. This enables pupils with SEND to achieve as well as they can.

Leaders manage teachers' workload and their well-being effectively. Staff who spoke with inspectors said that leaders are approachable and support them well.

Leaders have managed effectively matters which were related to concerns raised with the Department for Education (DfE). The concerns related to leaders' handling of parental complaints and also how leaders deal with safeguarding matters. Inspectors found that there are no whole-school issues connected to the substance of these concerns.

Leaders have a suitable complaints policy in place. They record in detail any complaints that they receive, including informal complaints, and how they resolve them.

The proprietor has a secure understanding of his role and responsibilities. There is also a governing body, whose members have a wide range of knowledge and experience, including in education. Leaders check thoroughly that the headteacher fulfils her role effectively. They ensure that the school consistently meets the standards.

All the required documents and policies are in place. For example, there are suitable policies for fire safety and risk assessment. There is also a comprehensive and up-to-date safeguarding policy which is available to parents and carers on the school's website. Leaders implement these policies effectively. Leaders have also ensured that the government's requirements on providing relationships and sex education for pupils are met. Leaders meet all the requirements for publishing information.

The school's accessibility plan for pupils with disabilities is suitable. It includes actions such as ensuring that the premises have wheelchair access and that information is available in alternative formats, such as large print.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have thorough processes in place. These enable staff to identify and report any safeguarding concerns that they may have about pupils, including students in the sixth form. Leaders take prompt action to provide support for pupils who need it. They make referrals to outside agencies, such as the local authority, when required.

Staff are well trained in safeguarding systems. They ensure that pupils have the knowledge that they need to keep themselves safe. Pupils are confident to report any concerns that they may have. They said that they know that teachers will help them. Leaders also understand how to manage matters such as allegations against staff.

What does the school need to do to improve?

(Information for the school and proprietor)

- In a few subjects, the implementation of the curriculum is not in line with the intended sequence of its content. This means that, sometimes, pupils do not build their knowledge as securely as possible. Leaders should ensure that the intended curriculum content is taught in the correct order across all subjects to ensure that pupils know and remember as much as possible.

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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	131355
DfE registration number	888/6034
Local authority	Lancashire
Inspection number	10210243
Type of school	Other independent school
School category	Independent boarding school
Age range of pupils	11 to 25
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	253
Of which, number on roll in the sixth form	90
Number of part-time pupils	None
Proprietor	Fazl Wadee
Headteacher	Aneesa Soheil
Annual fees (boarders)	£3,000
Telephone number	01524 389898
Website	www.jamea.co.uk
Email address	admin@jamea.co.uk
Date of previous inspection	13 to 15 November 2018

Information about this school

- Jamea Al Kauthar is a Muslim boarding school for girls.
- Since the previous inspection, the DfE approved a change in the school's age range from 11 to 20 to 11 to 25.
- The school does 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 that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- This inspection was requested by the DfE earlier than usual in the inspection cycle to provide up-to-date information about the school. As part of the inspection activity, inspectors considered how the school handles complaints from parents and how the school manages safeguarding matters.
- Inspectors spoke with the proprietor, the headteacher, governors and other school leaders.
- Inspectors conducted deep dives in these subjects: English, PE, mathematics and PSHE education. In each subject, they met with the subject leader and teachers. They visited lessons, looked at pupils' work and talked with groups of pupils about their learning.
- Inspectors looked at the school's safeguarding policy and related policies and documentation. They checked the school's records of the suitability of staff to work with pupils. They talked with staff and pupils about safeguarding matters, pupils' personal development and pupils' behaviour and attitudes. They looked at a range of other policies and documents related to pupils' welfare and their education. They observed pupils' behaviour in lessons and around the school.
- Inspectors analysed responses to Ofsted Parent View. There were no responses to the staff and pupil surveys.

Inspection team

Mark Quinn, lead inspector

Her Majesty's Inspector

Lenford White

Ofsted Inspector

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