# The Fountain School

**Address:** 109 - 111 New Cross Street, Bradford, West Yorkshire, Bradford, BD5 8BP

**Unique reference number (URN):** 134587

## Progress Monitoring Inspection: 8 September 2026

During the standard inspection on 3 March 2026, the school did not meet all the independent school standards and associated requirements. We carried out this progress monitoring inspection to see if the school met all standards.

Read the inspectors' findings for the independent school standards below

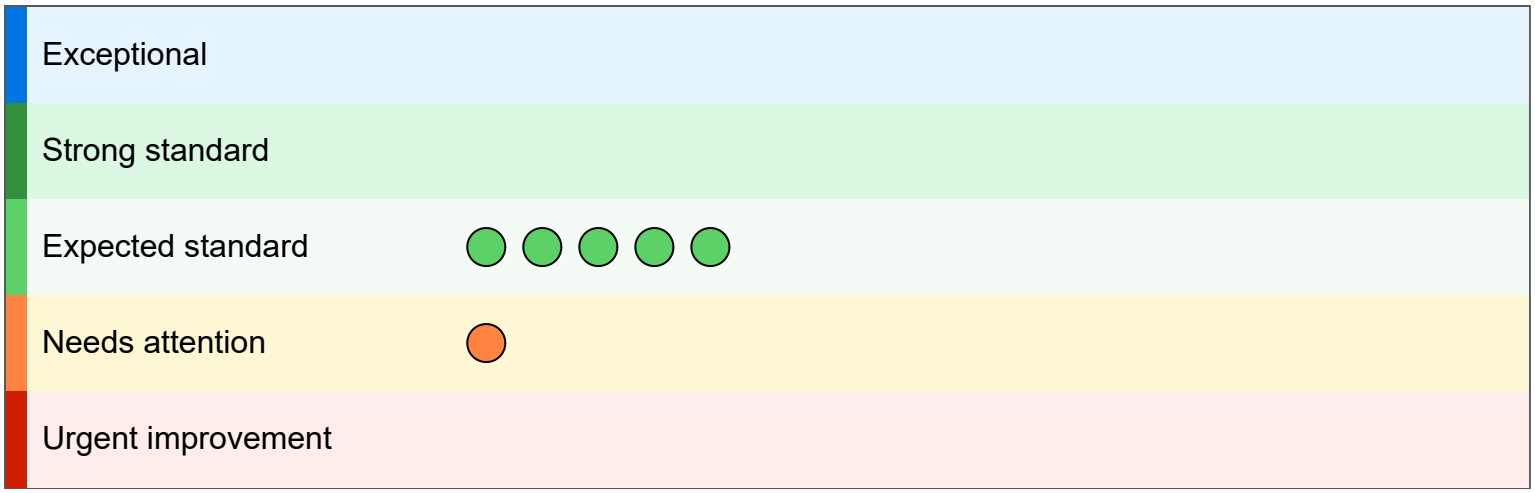
Inspectors only considered the areas marked as updated.

Inspectors focused on the following independent school standards and other requirements during this progress monitoring inspection:

- Part 3. Welfare, health and safety of pupils
- Part 6. Provision of information
- Part 8. Quality of leadership in and management of schools

This progress monitoring inspection did not look at these evaluation areas:

- Achievement
- Attendance and behaviour
- Curriculum and teaching
- Inclusion
- Leadership and governance
- Personal development and wellbeing




## Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

**How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

## Expected standard

**Achievement** **Expected standard**

Pupils generally achieve well. For example, performance in national assessments enables pupils to make positive next steps. Pupils can explain scientific concepts, such as evolutionary trees. Written work shows a sophisticated understanding of related areas, such as genetic engineering. In English, pupils articulate the motivations and actions of Lady Macbeth and apply this knowledge independently. Pupils use textual evidence to exemplify and support their points. Their knowledge of world religions is particularly rich. In conversation, older pupils convey well what they have learned as part of the citizenship curriculum.

Achievement in a few areas of the curriculum is less consistent. For example, in humanities subjects, pupils' understanding is more surface level. This is because less time is spent embedding knowledge before moving on to new curriculum content.

## Attendance and behaviour

**Expected standard**

Leaders' work ensures attendance is high. Leaders monitor attendance closely. They work successfully with families, when pupils are often absent. Leaders identify patterns of attendance. However, they do not always make the best use of this information. For example, actions to support those pupils who are at risk of regular absence are sometimes not effective. Pupils encourage each other to attend well.

Calm, respectful attitudes are evident across the school. Pupils respect teachers and show maturity in their conduct. At social times, pupils from different year groups organise games among themselves. Pupils appreciate the help of teachers in lessons. Pupils act on advice, focus on learning and endeavour to do well. This is because leaders have embedded routines that pupils understand and can follow. Teachers know these routines well and apply them consistently. Behaviour in lessons across the school is positive. Pupils work together enthusiastically on group tasks. The culture of respect means that bullying and discriminatory language are not an issue.

## Curriculum and teaching

**Expected standard**

Leaders have recently acted to strengthen curriculum and teaching in the school. There has been a helpful focus on developing staff expertise. Leaders have ensured there is support from other local schools, the sharing of staff expertise within the school and engagement with external improvement partners. These actions have helped to ensure that staff have secure subject knowledge. The curriculum is delivered consistently. Pupils enjoy their lessons. There is a clear and well-designed curriculum in many subjects. That said, pupils do not build up their skills in some humanities subjects, as well as in English and mathematics. In addition, leaders sometimes do not consider how they will adapt the commercial curriculums and resources they purchase. This can lead to some repetition of curriculum content.

There is a clear focus on developing the subject vocabulary that pupils need to articulate their knowledge well. Opportunities to practise learning are woven routinely into classroom teaching. Teachers provide useful models and examples of the type of work that pupils should aim to produce. This helps pupils to understand what is expected of them.

## Inclusion

**Expected standard**

Pupils' prior attainment is known to leaders and staff. Staff make use of this knowledge through, for example, regular checks on learning. This allows for staff to intervene when pupils are struggling to learn specific parts of the curriculum. Some pupils also receive additional teaching to help them develop the key knowledge needed to access the curriculum. Leaders use assessment of pupils to help them understand whether their actions are successfully supporting pupils to access learning. This information is not used as

regularly and precisely as it could be to adjust learning so that pupils make even better progress.

No pupils who are currently on roll are identified as having special educational needs and/or disabilities. However, leaders ensure that the school has the knowledge to identify any potential support that is needed. In addition, leaders identify and help those pupils that have other barriers. For example, pupils who are often absent receive tailored support to help them come to school more regularly. Work with external agencies allows the school to draw upon relevant expertise.

### Personal development and wellbeing

**Expected standard**

Leaders use the opportunities of the Muslim ethos of the school to develop their personal development programme for pupils. For example, pupils are given chances to sing during 'Nasheed lessons'. Knowledge of world faiths and respect for others is well embedded through the school's religious education programme. Pupils debate ideas about, for example, family life from different religious perspectives. The relationships and sex education programme develops pupils' mature understanding of different types of relationships as they move through the school. Computer science lessons, in conjunction with the personal, social and health education curriculum, helps pupils to develop a positive understanding of online safety.

The citizenship curriculum is enhanced through workshops and assemblies that expose pupils to visits by speakers from different backgrounds. For example, a talk by a baroness about parliament is supported by resources to develop pupils' understanding of democratic institutions. Leaders ensure that any external speakers also talk to pupils about careers. This, along with visits to universities and links between curriculum subjects and careers, means pupils understand the range of options available to them when they leave school. Pupils are aspirational as a result.

Pupils are excited about upcoming trips and enjoy chances to broaden their horizons beyond the gates of school. Leaders organise visits to local theatres to see plays connected to the English curriculum. Rewards are well organised, for example, to celebrate the end of Ramadan. That said, leaders have not fully considered the breadth of opportunities in the local and regional area. Activities are not as systematically planned as they might be to expose pupils to a more diverse range of aspects of British culture.

---

## Needs attention

### Leadership and governance

**Needs attention**

There are weaknesses in the school's systems to check the quality of provision. Leadership is concentrated in a small number of senior staff and the proprietor does not offer successful support to this group. This makes effective oversight of all areas of the school's operation difficult to manage. The proprietor does not have a clear view of the strengths and areas in need of further development. As a result, it lacks clear plans to continue to develop the school. This has meant that the independent school standards (the standards) are not

consistently met in all areas. Areas related to the school's procedures for first aid, health and safety and risk assessment do not meet the required standards. While some aspects were improved during the inspection, this did not address all the issues found. The proprietor does not have a systematic method for ensuring standards are consistently met over time.

Leaders' recent focus on developing the school curriculum is bringing success. The priorities for action are improving pupils' experiences in lessons. Leaders seek advice from external agencies, where needed, for example in relation to safeguarding. Pupils comment that the school is like a family. The incredibly positive views of parents and staff support this. Staff are well supported to fulfil their roles. The professional learning programme benefits pupils and strengthens the curriculum. Leaders take steps to increase the expertise of staff. Recent training for senior leaders, the addition of another senior leader in the school and the employment of subject specialist teachers all add leadership capacity.

## What it's like to be a pupil at this school

**Standard inspection 3 March 2026**

Pupils at The Fountain School feel a sense of belonging. This is because staff build a family atmosphere, where everyone is respected. Pupils are helped to build positive relationships with each other and with staff. The trips that school leaders organise, for example the upcoming 'sip and paint' trip, enthuse and excite pupils. These opportunities occasionally do not broaden pupils' experiences of the world around them as well as they might. Pupils look forward to coming to school. They feel safe in the nurturing environment that leaders have developed.

The positive ethos of the school underpins the sense of respect that all staff and pupils feel for each other. Pupils particularly enjoy the ways in which they can learn the academic and Islamic curriculums together at one school. Pupils behave well. They are encouraged to do so by a rewards system connected to important events in the Muslim calendar, for example Ramadan. Leaders plan opportunities for pupils to develop leadership skills. For instance, pupils identify ways to spend school funds to enhance the classroom environment. The well-developed careers programme builds pupils' aspirations and ambition for their futures. Pupils engage with charitable and fundraising work linked to world events. Leaders organise workshops by speakers, such as from the police and the NHS. This helps pupils develop an understanding of modern British society.

The school does not identify any pupils as having special educational needs and/or disabilities. However, where pupils need extra support in lessons for particular topics and subjects, leaders ensure that staff are aware of pupils' needs. Teachers intervene and help pupils quickly during lessons. If pupils are absent, teachers help them to catch up with their peers. This helps pupils to gain the important knowledge they need.

## Next steps Updated

- The proprietor and those responsible for leadership should ensure that their recently strengthened strategic oversight systems continue to be used effectively to implement reviewed policies and secure consistent compliance with the independent school standards (ISS).
- Leaders should further develop the curriculum so that pupils develop detailed and secure knowledge across all subjects.
- The proprietor and those responsible for leadership should ensure that opportunities to develop pupils' cultural capital are carefully tailored to their interests and ambitions to support their aspirations.

---

## About this inspection Updated

The inspector carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008, at the request of the registration authority for independent schools. Inspectors checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

The purpose of this inspection was to monitor the progress the school has made in meeting the independent school standards it was judged to not comply with at its previous inspection.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This inspection took place on Tuesday 8 September and was conducted without notice.

The inspector spoke with the headteacher, the deputy headteacher and the proprietor of the school. The inspector also held further discussions with other staff and a school improvement partner from the local authority.

Inspectors also considered the school's safeguarding arrangements, including the single central record of pre-employment checks and whether the school's safeguarding policy is available to parents and carers. These requirements of the ISS are met.

The school's previous standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, took place on 3 March 2026. In this inspection the school was judged to not comply with some of the independent school standards.

Following the school's standard inspection, the Department for Education required the school to prepare an action plan, which was evaluated by Ofsted and subsequently rejected on 4 June 2026.

The name of the proprietor is Mohammad Afsar.

The fees currently charged are £2,195.

The email address of the school is admin@fountainschool.co.uk.

The inspectors confirmed the following information about the school:

The school has a Muslim ethos.

The school does not currently use alternative provision.

The school is located at 109–111 New Cross Street, Bradford, West Yorkshire, Bradford BD5 8BP.

The school is registered to admit up to 116 pupils.

The school is registered on Get Information about Schools.

Headteacher: Abeer Niehad Seada

---

## Independent school standards

During the standard inspection on 3 March 2026, the school did not meet all the independent school standards and associated requirements.

We carried out a progress monitoring inspection on 8 September 2026. We only consider the independent school standards and associated requirements when we do this, and do not consider any other part of this school's provision.

The school meets all of the independent school standards that were checked during this inspection.

## What inspectors found at the progress monitoring inspection

Updated

## Part 8. Quality of leadership in and management of schools

When we carry out progress monitoring inspections of independent schools, we report on the school’s compliance with part 8 of the independent school standards (ISS) first. Under part 8, the proprietor is required to ensure that the school meets all of the standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

Since the previous inspection, leaders and the proprietor have taken prompt action to address the ISS that were not being met. Arrangements for overseeing the school's work have been strengthened. The proprietor is working closely with leaders and the local authority to ensure that those with leadership responsibilities are well equipped to carry out

their roles effectively. Leaders have also updated and put into practice a revised action plan to consistently sustain the necessary improvements across the school.

Policies, relating to health and safety, risk assessment and the management of first aid provision, have been updated. These are now clear and detailed. The school's leadership is shared across a relatively small team, so leaders have worked carefully to strengthen capacity and ensure the consistent implementation of policies and procedures across the school. Leaders have delegated responsibilities across the wider school team to ensure that all staff have a role in ensuring that the school's policies are implemented effectively.

Leaders are working with the proprietor to strengthen and streamline oversight of the school's work. Recently introduced monitoring systems are in the early stages of implementation. These systems are designed to provide leaders with clear information about how well the standards are being met and policies are being implemented. For example, records are now kept of checks on first-aid resources to help ensure that equipment remains fit for use.

The proprietor has also introduced a regular termly meeting with leaders. This meeting is to ensure that the ISS are reviewed by school leaders on a termly basis. The proprietor and headteacher show a clear and renewed commitment to ensuring that school improvement is planned effectively and that policies and procedures are implemented consistently.

The standards in this part are now met.

## Part 3. Welfare, health and safety of pupils

---

**1. Quality of education provided** Standards met

All standards have been met.

---

**2. Spiritual, moral, social and cultural development of pupils** Standards met

All standards have been met.

---

**3. Welfare, health and safety of pupils** Updated Standards met

The following requirements of the standards are now met:

Part 3, paragraph 11

The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a

written health and safety policy.

Part 3, paragraph 13

The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.

Part 3, paragraph 16

The standard in this paragraph is met if the proprietor ensures that–

**(a)** the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and

**(b)** appropriate action is taken to reduce risks that are identified.

All standards are met.

---

**4. Suitability of staff, supply staff, and proprietors** Standards met

All standards have been met.

---

**5. Premises of and accommodation at schools** Standards met

All standards have been met.

---

**6. Provision of information** **Updated** Standards met

All standards have been met.

---

**7. Manner in which complaints are handled** Standards met

All standards have been met.

---

**8. Quality of leadership in and management of schools** **Updated** Standards met

The following requirements of the standards are now met:

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–

**(a)** demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

**(b)** fulfil their responsibilities effectively so that the independent school standards are met consistently; and

All standards are met.

**Lead inspector:**
Andrea Casey, His Majesty's Inspector

# Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 8 September 2026

**Total pupils**

**41**

**School capacity**

**116**

**Pupils with an education, health and care (EHC) plan**

**0**

**Pupils with special educational needs (SEN) support**

**0**

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

### Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

---

**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright