

Inspection of Edenfield Girls High School

The Innovation Centre, Brunswick Street, Nelson, Lancashire BB9 0PQ

Inspection dates: 11–13 February 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils that we spoke with are very proud of their school. They enjoy telling visitors how much they have achieved in the short time that the school has been open.

Pupils relish coming to school and attend regularly. Pupils say that they feel safe, happy and secure. They are respectful to each other, and to staff, in a school where tolerance of others is highly valued.

Pupils behave exceptionally well, and none could recall any incidents of bullying. If it happened, they were certain that it would be dealt with promptly by adults. Pupils show positive attitudes towards their learning. We saw them confidently contribute to discussions, debates and drama sessions.

Pupils learn about the Islamic faith as well as studying a wide range of academic subjects. They are avid readers and talk enthusiastically about the exciting topics that they have been exploring. This contributes to their love of learning and their academic success.

Pupils enjoy meeting and questioning a wide range of visitors from all walks of life. They are inquisitive and reflective. Pupils told us about the high expectations set for them in school. Their experience at Edenfield means that they are very well prepared for life in modern Britain.

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

Since the school became registered in September 2019, much has been achieved in a short time. Leaders have created a positive culture for learning with an expectation that only the best will do. Aspirations are high and this was explained when pupils told us about the school's initials, EGHS. They talked to us about 'Excellence, Growth, Happiness and Service' as being at the heart of what the school means to them. This vision is translated into practice and, consequently, pupils are ready to take their place as responsible citizens both in school and in society.

Leaders and governors ensure that pupils enjoy a broad and rich curriculum. Pupils' excellent behaviour and attitudes to learning leave them well placed to benefit from the exciting curriculum that is provided.

Teachers are well qualified and have good subject knowledge. They use day-to-day assessment well to check on pupils' learning. Teachers amend their planning to ensure that they tackle pupils' misconceptions. They provide regular opportunities for pupils to recap on what they have already learned. Good examples of this were seen in English lessons as pupils carefully selected familiar excerpts from their class novel. They skilfully adapted them into newspaper articles and into a drama session which they enthusiastically performed. This approach to the planned curriculum

enables pupils to deepen their understanding and to know more and remember more over time.

Detailed curriculum plans are in place for most subjects, but not all. The long-term plan for music is not as clear as the long-term plans for other subjects. It does not identify the important knowledge, understanding and skills that pupils will acquire.

Leaders and staff have high expectations of all pupils. Pupils with special educational needs and/or disabilities achieve well. These pupils receive extra support, at the start of the day, which concentrates on subjects that they find difficult. As a result, they are making good progress compared to when they started in September. They are quickly catching up.

Pupils read widely and often. They told us that they read a lot in their own time and can select from the good range of books available in school. Pupils are confident about reading aloud in class. They enjoy the poems and novels that they study in English.

The school provides a wide range of opportunities for pupils to grow in their personal development. Pupils explained how their links with the local hospice that they support helped them to better understand the needs of others. Planned activities ensure that pupils have a good understanding of the importance of healthy eating and exercise. There has been less emphasis on how to keep mentally healthy and leaders have recognised this as an area that needs to be improved.

Staff feel very well supported by leaders. They told us that leaders are considerate of the staff's well-being and workload. For example, the amount of marking required has been reduced recently.

Parents that we spoke with are delighted with what the school offers and commented on how well their daughters had settled in. They are also pleased with the progress that their daughters are making. They say that staff are friendly and approachable.

Leaders have ensured that the school meets the independent school standards. The school complies with section 10 of the Equality Act 2010. All the necessary information is available to parents, including the safeguarding policy, which is online. The headteacher and staff are determined to meet the needs of the pupils. Staff have been carefully selected to provide the necessary subject expertise and they share the school's vision and expectations.

The proprietor, working closely with governors, is highly effective. Governors provide the leaders with the necessary support and challenge. Decisions on courses to be followed and timetabling arrangements are always taken in pupils' best interests. No pupils have been removed from the school roll.

Safeguarding

The arrangements for safeguarding are effective.

Senior leaders fulfil the requirements of the latest statutory guidance. Pre-employment checks are made on all staff and governors. Senior leaders record these checks appropriately and diligently. Staff receive regular training and updates about safeguarding. Consequently, staff are alert to any the signs that a pupil's well-being is at risk.

The school's safeguarding policy reflects current government guidance and requirements, and is available on the school's website. Parents can request a copy of the safeguarding policy.

What does the school need to do to improve? (Information for the school and proprietor)

- Well-sequenced and detailed curriculum plans are in place for most, but not all, subjects. In music, the curriculum plans do not set out clearly enough what pupils should know and remember. Leaders need to ensure that long-term plans for all subjects are specific about what pupils should learn and in what order. They should ensure that there is a logical approach to the teaching of the subject content in every curriculum area. Leaders should make sure that teachers are clear about the crucial knowledge, understanding and skills that pupils should acquire in all subjects.
- Pupils understand how to keep physically healthy, eat well and stay fit. However, there is less emphasis on supporting pupils' mental health. Leaders have identified this as a priority for improvement. They should ensure that pastoral care is strengthened so that there is an increased emphasis on supporting pupils' mental health and well-being.

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 Ofsted Parent View information 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	147301
DfE registration number	888/6120
Local authority	Lancashire
Inspection number	10128834
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	8
Number of part-time pupils	0
Proprietor	Fountains of Knowledge
Chair	Imran Ashraf
Headteacher	Yaasmin Mubarak
Annual fees (day pupils)	£1,900
Telephone number	01282 476 011
Website	www.edenfieldgirlshigh.com
Email address	info@edenfieldgirlshigh.com
Date of previous inspection	Not previously inspected

Information about this school

- This is the school's first standard inspection. It received a preregistration inspection on 22 August 2019. The school was registered by the Department for Education (DfE) in September 2019.
- The school is housed in a converted two-storey office building. Apart from the school hall, a nursery school operated by the proprietor occupies the ground floor of the building. The premises are located close to Nelson town centre.
- The proprietor body is a charitable trust, Fountains of Knowledge. The chair of governors is one of the four trustees. The proprietor also operates Al-Ikhlaas Primary School and Edenfield Nursery School.
- The school has an Islamic faith ethos.
- The school's mission is to 'inspire our girls to achieve academic, behavioural and moral excellence, allowing them to live as happy, successful individuals'.
- The school does not use any alternative provision.

Information about this inspection

We 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.

- We held a wide range of meetings during the inspection. These included meetings with the representatives of the proprietor, school leaders, teaching and support staff, and pupils.
- When considering the quality of education, we carried out deep dives in English, history, science, and personal, social, health and citizenship education. This included visiting lessons, looking at pupils' work and talking to leaders, teachers and pupils about how teaching in these subjects builds on pupils' knowledge over time. We also talked to teachers and looked at the planning and pupils' work for other subjects, including music, mathematics and design technology.
- We spoke with parents of pupils.
- We observed pupils' behaviour throughout the inspection, including during breaks and at the start and finish of the school day.
- We assessed the school's culture of safeguarding throughout the inspection. A wide range of documentation was considered, including policies, staff training records and documentation associated with the school meeting all aspects of the independent school standards. The single central record of checks on the suitability of adults to work with children was also scrutinised.

Inspection team

Mike Hewlett, lead inspector

Ofsted Inspector

John Shutt

Ofsted Inspector

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