

Eden Springs

36 Greaves Street, Bradford, BD5 7PE

Inspection dates

7 January 2019

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraphs 1 and 2

- School leaders have yet to develop a full set of curriculum schemes of work that support their curriculum plan. Those schemes that were available during the inspection suggest that leaders have an understanding of how to plan and deliver the secular curriculum. Information relating to the Alim (Islamic studies) curriculum was not complete. This area is not likely to meet the independent school standards.
- The school is planning to extend the school day to 5pm. It is planned that the proposed secular curriculum will be taught in the morning and the Alim curriculum will be taught in the afternoon.
- Despite the length of the day, the timetable submitted by the proprietor did not allow humanities to be studied in key stage 4. The proprietor accepted that this may limit the career opportunities of some girls. They re-worked the timetable to rectify this by increasing the amount of time to deliver the secular curriculum.
- The proposed system to check and monitor pupils' progress is already in place in the proposed school's sister school, Eternal Light Secondary School. The system is logical and will measure pupils' progress effectively.
- The proprietor and headteacher in their application stated that they would be able to meet the needs of pupils with a wide range of disabilities. However, on further discussion with the lead inspector, it became apparent that this would pose problems for leaders. This was because arrangements for the management of pupils with, for example, autism spectrum disorder, physical difficulties or visual impairment, have not been included in curriculum plans.
- Personal, social, health and economic (PSHE) education plans show proposed coverage of a range of subjects, including personal safety, healthy living and online safety. A discussion with the headteacher and proprietor showed that school leaders intend pupils to gain an understanding of British values. They are to be taught to respect the protected characteristics identified within the Equality Act 2010.

- The school's plans for delivering careers education are not likely to meet the required standards. School leaders are planning to use external advisers. However, plans are at a very early stage of development. Currently, the provision described is unlikely to meet the independent school standards.

Paragraph 3

- Teaching staff have not yet been appointed to the school. Leaders are aiming to recruit up to eight teachers. It is likely that some of the staff will come from the school's sister school. However, at the time of the inspection, it was not possible to say how effective the quality of teaching, learning and assessment will be.

Paragraph 4

- The proposed assessment system is likely to meet requirements. Pupils' academic starting points will be established through a range of baseline assessments when they join the school. It is planned that pupils' progress will be tracked at regular intervals and that this information will be used to develop the curriculum further.
- Not all the independent standards in this part are likely to be met.

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

Paragraph 5

- Discussions with leaders, particularly the headteacher, demonstrate the importance that school leaders place on increasing pupils' self-esteem and self-confidence. Leaders stated that at the end of their time at the proposed school, girls should be confident and ready for the next stage in their career.
- Leaders are aware of the need to ensure that pupils gain a good understanding of the protected characteristics outlined in the Equality Act 2010. However, some aspects of the proposed school's plans do not identify how pupils will, for example, make a positive contribution to the lives of those living in the immediate community.
- Leadership planning does not show how girls will develop a broad knowledge of public institutions in Britain. Neither are there planned and organised opportunities within the curriculum for girls to develop an understanding of cultures and religions other than their own. The lack of detailed plans makes it difficult to establish leaders' intentions in these areas.
- School leaders are aiming to improve pupils' spiritual, moral, social and cultural well-being overall through assemblies and the PSHE curriculum. However, they accept that more detailed planning is needed before the standards are likely to be met.
- Not all the independent standards within this part are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 6 and 7

- School leaders have made effective arrangements to safeguard and promote the welfare of prospective pupils. Safeguarding policies and procedures have been drawn up in line with those in place at the proprietor's other schools. Plans for implementation on the current site are in place. It is planned that safeguarding training will be delivered to staff on appointment.

- Protocols in line with identified safer recruitment practice are to be followed to ensure that future staff recruitment is carried out safely. Leaders intend to ensure that pre-appointment checks are carried out on all new members of staff in accordance with statutory guidance.

Paragraph 9

- School leaders have put in place an effective behaviour policy which sets out clearly the consequences and sanctions for pupils' misbehaviour as well as the rewards to be given. The policy also clearly describes the high expectations that leaders and staff have of pupils' behaviour overall.

Paragraph 10

- School leaders have produced an anti-bullying policy. It is comprehensive and recognises the different forms that bullying can take. The policy describes a range of planned strategies for dealing with incidents in school well.

Paragraphs 11 and 12

- Leaders have drawn up a health and safety policy that includes a section on fire risk assessment. Fire exits are clearly identifiable. A fire detection system is in place and a fire evacuation plan has been compiled in accordance with building regulations for new buildings and visits from the local fire service. Adequate numbers of fire extinguishers are in place and have been tested in line with current requirements.

Paragraph 13

- Proprietors have ensured that a first-aid policy is in place that includes provision for the administration of first aid. First-aid training for staff has been planned to take place before pupils arrive in school. A range of newly purchased first-aid boxes are in the medical room in readiness for pupils and staff.

Paragraph 14

- Revised proposed timetables show that pupils will have access to an organised curriculum. Leadership plans show that they intend to appoint up to eight teachers whose skills, it is planned, will meet the needs of pupils joining the school. These plans demonstrate that leaders intend to ensure that pupils are suitably supported and supervised.

Paragraph 15

- The proprietor has ensured that attendance and admissions registers will be completed in line with current regulatory requirements. Staff and leaders are aware of the need to report on the destination of all leavers in order to minimise the risk of pupils becoming missing from education.

Paragraph 16

- The proposed school has a comprehensive risk assessment policy in place. The policy ensures that planned actions address the areas of risk identified.
- School leaders have ensured that the independent standards in this part are likely to be met.

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

Paragraphs 17 to 21

- School leaders have ensured that all required and appropriate checks have been undertaken to ensure the suitability of prospective employees and the proprietors to work with children. These checks include an enhanced criminal record check and have been undertaken before the start of the employment of any employees.
- A register has been compiled that details all checks and is in a legible and accessible format.
- School leaders do not intend to employ supply staff, but are clear about the extra checks needed to ensure pupils' safety, should the situation change in the future.
- School leaders have ensured that standards are likely to be met in this part.

Part 5. Premises of and accommodation at schools

Paragraphs 22 to 28

- The proposed school is to be housed in a recently finished, purpose-built new building that is adjacent to Crystal Gardens Primary School. The building comprises eight classrooms, an information technology (IT) room, a science laboratory and a large gym in the basement. Other areas of the building house a shower, toilets, a medical room, offices and a library.
- The building is finished to a high standard. All lighting, including outside lights, meets the required standard. The building also meets the acoustic requirements of the independent school standards.
- A tour of the premises showed that there are sufficient toilet and showering facilities for the sole use of pupils. A medical room is also in place, which has a toilet within it and contains a hand wash basin.
- An array of coolers for drinking water is in place. Taps are marked appropriately except in the prayer ablution area. The proprietor is aware that this minor problem needs to be addressed. Hot water tested at the time of the inspection posed no risk of scalding.

Paragraph 29

- Outside the building, there is a secure fence which surrounds a small tarmacked area. This will be the area for pupils to play in. However, the area is too small to accommodate the 300 pupils proposed by the proprietor, even if staggered breaktimes were introduced.
- A pathway to the side of the school has an uneven surface and the surrounding area is messy, with debris caused by fly tipping. The pathway does not belong to the school and as such it is not easy to make changes. However, school leaders are actively pursuing a solution.
- The independent standards in this part are unlikely to be met.

Part 6. Provision of information

Paragraph 32

- At the time of the inspection, the prospective school did not have a website in place. The proprietor intends to ensure that a website is in place when the school opens. The proprietor and headteacher are aware of what needs to be posted on a school website as the proposed school's sister school and the primary school next door both have websites.
- In the meantime, the headteacher intends to put in place a similar system to the one in place in the adjoining primary school. A notice will be posted in reception and sent to all parents whose children join the school, outlining where copies of the relevant policies can be obtained.
- It is also planned that reports on the progress made by pupils will be sent to parents and carers and corporate parents directly.
- The proprietors and school leaders have ensured that the independent standards in this part are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- The proprietors have put in place a complaints policy which, after minor adjustments, meets the independent school standards requirements.
- The policy is clear and easy to follow. Leaders plan that parents will be able to access the policy and information relating to the policy directly from the school office.
- The proprietors and school leaders have ensured that the independent standards in this part are likely to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- It is planned that the headteacher will oversee the day-to-day running of the school. The headteacher is experienced, having been the head of the primary school adjacent to the school. The headteacher also has secondary education experience from working in another secondary school.
- Although only one proprietor applied to the Department for Education, two other proprietors are named on the application. It is proposed that all three proprietors, who are also proprietors of two other schools, will hold the headteacher to account for the progress and welfare of pupils in the proposed school.
- During the inspection, the leadership team demonstrated knowledge and understanding of the safeguarding and welfare needs of prospective pupils. However, other areas of the independent school standards, particularly those pertinent to the curriculum and educational needs of prospective pupils, are unlikely to be met at this time.
- As a result, the overall standards for leadership and management are unlikely to be met.

Schedule 10 of the Equality Act 2010

- School leaders have made sure that arrangements made to meet paragraph 3 of schedule 10 of the Equality Act 2010 are effectively in place.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	145499
DfE registration number	380/6015
Inspection number	10087047

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent school
Proprietor	Mr Ahmed Ali
Chair	No governors
Headteacher	Rashta Bibi
Annual fees (day pupils)	£2,000
Telephone number	07846 680528
Website	No website in place
Email address	contact@cgsecondary.org
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	N/A
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	N/A
Total hours operating as a school per week	N/A
Total hours of teaching provided per week	N/A

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	0	11–24	11–24
Number of pupils on the school roll	0	300	200

Reason for inspector's recommendations

- The outside space at the front of the school where leaders propose pupils will play at break- and lunchtime is very small. It is too small for 300 pupils even if the school should, as leaders are proposing, put in place a system of staggered breaks and lunchtimes.

Pupils

	School's current position	School's proposal
Gender of pupils	N/A	Girls
Number of full-time pupils of compulsory school age	N/A	300
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	Not yet specified
Of which, number of pupils with an education, health and care plan	N/A	Not yet specified
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	Not yet specified

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	8
Number of part-time teaching staff	0	Not yet known
Number of staff in the welfare provision	0	Not yet known

Information about this proposed school

- The proposed school is located in inner-city Bradford. The school building is next to Crystal Gardens Primary School and a short distance from Eternal Light, a secondary school for boys. Both the schools are owned by the same proprietor.
- The proposed school is to have an Islamic religious character.
- The proposed school is to meet the needs of up to 300 girls between the ages of 11 and 24 years.

Information about this inspection

- This was the first pre-registration visit since school leaders sought registration for the provision.
- The inspector toured the building inside and out.
- The inspector scrutinised a range of documents provided by the school. These included safeguarding documentation, and documents relating to the school's proposed curriculum and pupils' progress.
- Discussions were held with the headteacher and the proprietor as well as two other named proprietors.

Inspection team

Marian Thomas, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if—
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work—
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are—
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
 - 5(b) ensures that principles are actively promoted which—
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

Part 5. Premises of and accommodation at schools

- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable—

- 29(1)(b) pupils to play outside.

Part 8. Quality of leadership in and management of schools

- 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

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