

# Excellence Girls Academy

Shelton Youth Centre, Crowther Street, Stoke-on-Trent ST4 2ER

**Inspection dates**

30 July 2019

**Overall outcome**

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

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j) and 4*

- The proprietor and leaders have produced a curriculum policy that is supported well by appropriate schemes of work and plans. The school's proposed curriculum covers a wide range of subjects in key stages 2, 3 and 4, is based on the national curriculum and covers the seven required areas of learning identified in the independent school standards. The proposed policy sets out how leaders and teachers plan to adapt the curriculum to meet pupils' ages, needs and aptitudes, including those with special educational needs and/or disabilities (SEND). Leaders are clear about how their proposed plans are likely to develop the pupils' literacy and numeracy knowledge, skills and understanding across the three key stages. Leaders acknowledge that the schemes of work and plans will need to be adapted once they know the needs, abilities and prior learning of the pupils on roll.
- The proprietor and leaders demonstrate a secure understanding of fundamental British values and the protected characteristics. The proposed plans, including the personal, social, health and economic (PSHE) education programme, are likely to actively promote these values and the acceptance of others' differences.
- Pupils in the secondary phase are likely to experience suitable independent and impartial careers information, advice and guidance. Leaders have already begun to use the Gatsby career benchmarks to inform the development of the proposed careers education programme. As a result, it is likely that pupils will have enough advice and guidance to inform their future education, training and career choices.
- The proprietor and leaders have backgrounds in education. The headteacher has qualified teacher status. They demonstrate a confident understanding of how an appropriate curriculum should be developed and effectively delivered to make sure that pupils make good academic progress and develop personally and socially. The proposed schemes of work and plans identify suitable resources to support pupils' learning. Leaders have begun to resource the different subjects so that pupils are likely to have access to a range of age-appropriate resources and materials.

- The school's proposed plans for assessing pupils' work in lessons and over time are likely to enable teachers and leaders to monitor pupils' learning, understanding and progress effectively. Leaders propose to use this information to inform changes to the curriculum and lessons as needed. Leaders also propose to use this information to identify and support pupils falling behind or who need additional challenge to deepen their knowledge and understanding. It is likely, therefore, that pupils will make good progress from their starting points.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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

*Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)*

- The proprietor and leaders articulate a clear vision for how they want pupils to actively contribute to life in modern Britain. They are ambitious for pupils and want them to be prepared for the opportunities and challenges they may face. Leaders intend to ensure that pupils are respectful of, sensitive to and accepting of others' differences. Leaders plan to deliver this vision across the curriculum, including through the PSHE education programme, citizenship lessons and assemblies.
- Leaders intend to enhance the PSHE education and citizenship lessons with visiting speakers from a range of institutions and organisations, visits to different places of worship and community and charity work. It is likely that these experiences will develop pupils' understanding of fundamental British values, public institutions and how they can actively participate in the local and wider community.
- Pupils' spiritual, moral, social and cultural understanding is likely to be developed through the curriculum and reinforced through the implementation of the school's policies, such as the behaviour policy. Leaders intend that this policy will promote and reward positive behaviour, teach right from wrong and develop pupils' attitudes to learning.
- The proprietor and leaders have a comprehensive understanding of the issues and challenges that pupils may face, for example from individuals or groups wishing to promote views and beliefs that are unlawful or antisocial. Leaders propose that, through their curriculum and wider engagement programme, pupils will be given opportunities to discuss and debate a range of topical issues and views.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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

*Paragraphs 7, 7(a), 7(b), 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a) and 16(b)*

- The proprietor and leaders have a secure understanding of how to keep children and young people safe. They are clear about the safeguarding issues pupils may face, for example radicalisation, female genital mutilation, forced marriage, knife crime, child sexual exploitation, county lines and gang involvement. Leaders intend that staff are vigilant, focused on pupils' needs and clearly understand their roles and

responsibilities. Leaders propose to do this through routine and frequent staff training and safeguarding updates.

- The school's proposed safeguarding policy is informed by current guidance and reflects the specific issues that might arise. The proposed systems for identifying and supporting potentially vulnerable pupils are suitable. It is likely that these arrangements will actively promote pupils' welfare, health and safety.
- The proposed curriculum has a suitable focus on teaching pupils how to identify possible or actual risks and how to stay safe in different situations, for example when using social media, when using public transport or when pressured to behave in a way that is unlawful.
- The school's proposed behaviour policy is clear and is likely to promote and reward positive behaviour. The proposed sanctions for misbehaviour are detailed in the policy. Leaders propose to record rewards and awards and incidents of poor behaviour on the school's management information system. Leaders intend to use this information to monitor and evaluate pupils' behaviour and to inform subsequent actions.
- The proprietor and leaders are adamant that bullying at the school will not be tolerated. This is reflected in the school's anti-bullying and behaviour policies. However, leaders intend that they and other staff respond quickly and effectively if bullying incidents occur. Leaders suggest that this will include support and restorative approaches for both the victim and the perpetrator. Leaders intend that parents and carers will be notified and involved where necessary to help reduce the number of repeat incidents.
- The proprietor and leaders have produced an appropriate risk assessment policy. Leaders' intended procedures for identifying and mitigating risks for the premises, trips and visits, for subjects and for individual pupils are suitable. Leaders have completed risk assessments for the proposed premises and addressed the issues identified in the risk assessments. These include the safe handling of hazardous materials and ensuring compliance with the Regulatory Reform (Fire Safety) Order 2005. There is a suitable fire evacuation plan and the building has suitable fire escapes and signage. The school's proposed arrangements for fire alarm checks are suitable. The school's intended health and safety policy has been updated because of the risk assessments and is likely to promote pupils' and staff's welfare and safety.
- The school's intended first-aid policy and practice are likely to ensure that pupils are treated appropriately should they require first aid. Leaders propose that all staff will be first-aid trained. Leaders demonstrate a secure understanding of how to store medicines and the procedures for supporting pupils with medical needs, such as those at risk because of allergies. Leaders' plans for supervising pupils during lessons and at breaktimes are suitable.
- The proprietor and leaders have prepared admissions and attendance registers. They comply with current government guidance. Leaders understand how to complete attendance registers accurately using the correct Department for Education (DfE) attendance codes. These registers will be kept electronically. The school understands the need to create backups of the registers. Pupils' attendance will be recorded and evaluated using the school's management information system.

- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(b), 21(5)(c) and 21(6)*

- The proprietor and leaders demonstrate a secure understanding of the required checks on staff's suitability to work with children. Members of the proposed governing body have completed safer recruitment training. Leaders are clear that these checks should be completed before staff are employed.
- Leaders understand the necessary checks that should be completed should they wish to employ supply staff.
- The school's intended single central record (SCR) includes all the necessary information. It is likely that the recruitment checks will be accurately recorded on the SCR.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

#### Part 5. Premises of and accommodation at schools

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a) and 29(1)(b)*

- The proposed school is accommodated in a former primary school that was, until recently, a youth centre. The redecoration of the premises is almost complete. Some alterations to the building are ongoing, including making the building more accessible for pupils or adults with mobility issues. The completion date for the alterations is mid-August 2019. However, the premises seen on this inspection would be suitable for an immediate opening.
- The intended classrooms are adequately lit, and the acoustics are suitable. The accommodation includes a separate science laboratory and information and communication technology suite. External lighting is attached to the outside of the building and is activated by a sensor. All the proposed facilities are well maintained. Leaders propose to employ a caretaker and cleaning staff to maintain the school's decor and cleanliness.
- The toilets intended for pupils' use are clean and hygienic. Suitable washing, changing and shower facilities are provided. There is an adequate supply of hot and cold water. The hot water does not present a scalding risk. Suitable drinking water points are

available and clearly labelled.

- The medical room has been recently refurbished. It too is clean and hygienic and includes a washing facility and toilet. The room is situated close to other toilet facilities.
- There is an adequate hard surface area that leaders propose to use for playtimes and physical education (PE). Leaders say that this area will not be used for parking at any time. The school also includes a large hall that can be used for assemblies or PE. The accommodation is suitable for the proposed number of pupils.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

#### Part 6. Provision of information

*Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b) and 32(4)(c)*

- The proprietor and leaders propose to have a school website. This is in the process of construction. The intended content for this website is likely to meet the requirements for an independent school website. The proprietor has all the required policies and information available. For example, the school has proposed admissions and safeguarding policies and accurate contact details for the school, the proposed governing body and the proprietor. Leaders intend to provide hard copies of information when required.
- Leaders intend to provide reports to parents on pupils' attendance, behaviour, attitudes to learning and academic progress. These will include an annual review of each pupil's attainment and progress.
- Leaders are clear about the information they must provide for local authorities, other stakeholders and education, health and care plan annual reviews. It is likely that leaders will provide suitable information to the relevant authority at the appropriate time.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

#### Part 7. Manner in which complaints are handled

*Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii) and 33(k)*

- The proposed school's complaint policy and procedures are suitable and informed by the information in the independent school standards. The process is clear and easy to follow.
- The policy sets out what parents can expect of leaders, governors and the proprietor if they make an informal or formal complaint. For example, a complainant may be accompanied at a panel hearing and the panel must consist of one member who is

independent of the management of the school.

- Leaders intend to keep confidential complaints records securely. The proprietor and leaders propose to evaluate the findings from complaints to inform subsequent actions.
- The proposed school is likely to meet all the requirements of the independent school standards for this part.

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

### *Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- The proprietor and leaders, including the proposed members of the governing body, have a clear vision for the school's aims and values. They are ambitious for the pupils and intend to have high expectations of pupils' behaviour, attendance, learning and academic and social development. This vision is reflected in the school's curriculum, policies and related information.
- The proprietor and leaders have a secure understanding of the independent school standards and what needs to be done for these to be met consistently. Leaders are reflective and have sought advice from other independent schools on how best to fulfil their roles and responsibilities.
- The proprietor and leaders have an assured understanding of how to keep pupils safe. This is reflected in the school's intended safeguarding policies and practices.

## Schedule 10 of the Equality Act 2010

- The proprietor and leaders have completed an assessment of the school's premises and addressed the issues that they found. For example, an accessibility ramp is being installed for pupils or adults with mobility issues.
- The school's intended three-year accessibility plan includes information about how they propose to make the premises, curriculum and information more accessible to pupils with SEND. This plan is likely to help the school be inclusive.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

Unique reference number	147236
DfE registration number	861/6018
Inspection number	10117856

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 Muslim faith school
School status	Independent school
Proprietor	Excellence Academy Girls School Ltd
Chair	Nasik Haroon and Mohammad Ummar Azam
Headteacher	Samia Haroon
Annual fees (day pupils)	£2,500
Telephone number	07434 547 050
Website	<a href="http://www.excellencegirlsacademy.co.uk">www.excellencegirlsacademy.co.uk</a>
Email address	<a href="mailto:info@excellencegirlsacademy.co.uk">info@excellencegirlsacademy.co.uk</a>
Date of previous standard inspection	Not previously inspected

### Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	9 to 16	9 to 16
Number of pupils on the school roll	Not applicable	150	150

### Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Girls
Number of full-time pupils of compulsory school age	Not applicable	150



Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	No information
Of which, number of pupils with an education, health and care plan	Not applicable	No information
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	No information

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	8
Number of part-time teaching staff	Not applicable	7
Number of staff in the welfare provision	Not applicable	7

## Information about this proposed school

- The proposed school is located in a former primary school in the Shelton area of Stoke-on-Trent. Until recently, the building was used as a youth centre. Excellence Girls Academy proposes to be an independent Muslim faith school for girls.
- Leaders anticipate that girls from the Shelton, Hanley and Cobridge areas of Stoke-on-Trent will attend the school. Leaders intend to accept pupils on roll who live further afield.
- If registered by the DfE, the proposed school will be the first school managed by Excellence Academy Girls School Ltd.
- The school proposes to have a governing body. The proprietor will remain the accountable body.
- The school does not intend to make use of alternative provision.
- The proposed school aims to provide a caring and secure Islamic environment, enriched with the values of discipline, aspiration, respect and teamwork, which extends beyond the school into the wider community. It aims to provide Muslim children with a high standard of education based on the national curriculum, in addition to teaching Islamic studies, Arabic and Urdu.

## Information about this inspection

- This was the school's first pre-registration inspection commissioned by the DfE under section 99 of the Education and Skills Act 2018 to determine whether the proposed school is likely to meet the independent school standards if it is registered.
- The inspection was conducted with two working days' notice.
- The inspector met with two representatives of the proprietor, the prospective headteacher of the school and several members of the governing body.
- The inspector met with the contractor completing the current renovation and building work to ascertain the building work completion date.
- The inspector completed a tour of the premises and the outdoor space with the representatives of the proprietor, the proposed headteacher and a member of the governing body.
- A wide range of documents, including several policies, schemes of work, risk assessments, safeguarding information and the SCR, were scrutinised and evaluated by the inspector.

## Inspection team

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Peter Humphries, lead inspector
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Her Majesty's Inspector
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