

# Edenfield Girls High School

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

## Inspection dates

22 August 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)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 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)(g), 2(2)(h) and 2(2)(i)*

- Leaders have developed a suitable curriculum policy to reflect the likely needs of the pupils who will attend the school.
- Pupils at key stage 3 will study a broad range of subjects, including science, humanities and the arts. At key stage 4, pupils will be able to study for a range of qualifications, including GCSEs, that lead on to post-16 studies.
- Leaders have well-considered plans in place to provide pupils with careers education, information, advice and guidance.

*Paragraphs 3, 3(a), 3(b), 3(c), 3(e), 3(f), 3(g), 3(i) and 3(j)*

- The headteacher, deputy headteacher and teachers are suitably qualified and experienced. The headteacher intends to closely monitor the quality of teaching and learning across the school through frequent lesson observations, discussions with pupils and work scrutiny.
- Leaders have devised a wide-ranging training programme for all staff to help them to implement the school's policies effectively. This includes the policies relating to teaching and learning.
- Leaders shared a sample timetable, which suggests that time will be used well across the school day. Sufficient time is likely to be given to the teaching of English and mathematics.
- Leaders have made sure that there are suitable and sufficient high-quality resources to support learning. This includes computers and a science laboratory. Most of these resources are already in place. Leaders intend that the remainder will be in place before the school opens.

## Paragraph 4

- The school's proposed assessment and tracking system will enable leaders and teachers to evaluate pupils' progress from their different starting points over time. Leaders' plans for termly parent-teacher meetings should ensure that parents are well informed about how well their children are getting on. Leaders intend for teachers to hold an additional meeting with parents if there are any concerns about their children's progress.
- The standards in this part are likely to be met when the school opens.

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

*Paragraphs 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 school's proposed schemes of work include plans to promote pupils' spiritual moral, social and cultural development across the curriculum. Lessons will give pupils time to find out about, consider and debate a range of topical issues, such as deforestation. Moreover, the school will promote pupils' awareness of Britain's democratic and judicial systems, for example through talks by a local councillor and magistrate.
- Pupils' timetables will include a daily reflection time.
- The standard in this part is likely to be met when the school opens.

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

*Paragraphs 7, 7(a) and 7(b)*

- The school has a suitable safeguarding and child protection policy. This complies with current government guidance and pays heed to local arrangements.
- The headteacher and deputy headteacher are up to date in their safeguarding training. Leaders intend that new staff will undergo safeguarding awareness training as part of their induction programme. The school's policy sets out clearly the staff's roles and responsibilities.

*Paragraphs 9, 9(a), 9(b), 9(c) and 10*

- The school's behaviour and anti-bullying policies comply with statutory requirements.
- The policy sets out clearly how staff will deal with and prevent bullying at the school.
- The school's behaviour policy sets out expectations for pupils' behaviour and the sanctions which will be applied for any misbehaviour.

*Paragraphs 11, 12, 13, 16, 16(a), 16(b) and 16(c)*

- The school has written health and safety, risk assessment and first aid policies.
- There is adequate fire signage, a suitable assembly point and appropriate fire detection and alarm systems.
- The headteacher has received appropriate first aid training. There are sufficient suitable first aid resources throughout the building.
- Leaders are preparing a range of written risk assessments for the building and also for

activities, including potential trips and visits, in readiness for the school's opening.

#### *Paragraph 14*

- Leaders' arrangements will ensure a sufficient number of staff to supervise pupils. Leaders intend to increase the levels of staffing as more pupils join the school.

#### *Paragraph 15*

- Leaders have admissions and attendance registers ready for when the school opens.
- The school has a detailed attendance policy. It sets out clearly the actions to be instigated when a pupil is late or is absent from school.
- The standards in this part are likely to be met when the school opens.

### 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)*

- Leaders have well-developed plans in place to carry out all required checks. These will ensure the suitability of staff to work with children.
- The school intends to maintain all required information on a single central record, which will be routinely checked by senior leaders.

*Paragraphs 19(2), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i) and 19(2)(d)(ii)*

- Leaders intend to employ supply staff as required. Leaders understand their responsibilities to make sure that the employment businesses have carried out checks to ensure the suitability of these supply staff to work with children.

*Paragraphs 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) and 20(6)(c)*

- All required checks have been carried out with respect to the proprietor, including those required in section 128 of the Education and Skills Act 2008.

*Paragraphs 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(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a) and 21(7)(b)*

- The school intends to keep all records in an electronic form. The school can reproduce these records in a hard copy form.
- The standards in this part are likely to be met when the school opens.

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

#### *Paragraph 22*

- The proposed school is housed upstairs in a converted office building. With the exception of the school hall, a nursery school occupies the downstairs rooms. The premises and accommodation are in good condition. All rooms have been recently decorated, and there is carpet and linoleum on the floors. There are five rooms designated as classrooms. The school also has a science laboratory, school hall and playground. The building is secure. The front door is locked during the school day. All

visitors are required to sign in.

*Paragraphs 23(1), 23(1)(a), 23(1)(b) and 23(1)(c)*

- There are four toilet cubicles for pupils. Each toilet cubicle has a lockable door. There are wash basins supplied with hot and cold running water.
- There is a separate toilet for staff, pupils and people who have disabilities.
- On the first floor, there is a suitable changing room with showers.

*Paragraphs 24(1), 24(1)(a), 24(1)(b) and 24(1)(c)*

- Currently, the accommodation for sick or injured pupils is located in the staff room. Leaders propose to relocate this to another area of the building. This space will be more suitable for use as short-term care for sick or injured pupils, as well as for the medical examination or treatment of pupils. This room is large enough to accommodate a bed. It has a wash basin and is located close to a toilet. Moreover, it will not need to be used for any other purpose.

*Paragraph 25*

- The building has been finished to a high standard. There is suitable furniture in each classroom for the age and number of pupils.
- The facilities are clean, tidy and well maintained.
- There are fire notices displayed throughout the building. Signage for fire exits is clear.

*Paragraph 26*

- The rooms are soundproofed, so that pupils should not be disturbed by lessons and activities taking place elsewhere in the building. In the communal areas, carpeting minimises the noise levels in these high-traffic areas.
- The building has an efficient heating system. The rooms are at a comfortable temperature.

*Paragraphs 27, 27(a) and 27(b)*

- Classrooms are brightly lit. All the classrooms benefit from large windows, which let in plenty of natural light.
- The exterior of the building is well lit.

*Paragraphs 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a) and 28(2)(b)*

- Pupils have access to drinking water. There is a water fountain installed on the main corridor, close to the classrooms.

*Paragraphs 29(1), 29(1)(a) and 29(1)(b)*

- There is a tarmacked outdoor play area. This can also be used for physical education lessons and sports activities.
- The standards in this part are likely to be met when the school opens.

**Part 6. Provision of information**

*Paragraphs 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(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), 32(4)(c) and 32(5)*

- Leaders have prepared a draft prospectus which includes all the required information.
- Leaders intend to develop a school website, so that information is more accessible to parents and carers. Leaders know what information they are required to publish on the school's website when it is launched.
- Important policies are available from the school on request, for example those relating to safeguarding and child protection, behaviour and complaints.
- Leaders intend to provide written reports to parents at the end of each school term.
- The standard in this part is likely to be met when the school opens.

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

*Paragraphs 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 school has a suitable complaints policy, which is available on request.
- The complaints policy complies with all statutory requirements, including setting out clear timescales for the management of a complaint.
- Leaders know their responsibilities with regard to maintaining and making written records available as required by the standards.
- The standard in this part is likely to be met when the school opens.

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

*Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- Leaders demonstrate suitable knowledge and experience to establish a school. The charitable trust operates both a nursery and primary school. The chair, headteacher and deputy headteacher have experience of educational leadership and management.
- Leaders have ensured that the school is likely to meet the independent school standards consistently when it opens.
- Leaders have made sure that the standards in relation to pupils' welfare, health and safety are likely to be met when the school opens.
- The standard in this part is likely to be met when the school opens.

### Schedule 10 of the Equality Act 2010

- Leaders have prepared a detailed accessibility plan for the school.
- This requirement is likely to be met when the school opens.

## **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	147301
DfE registration number	888/6120
Inspection number	10115078

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	Islamic faith secondary school
School status	Independent school
Proprietor	Fountains of Knowledge
Chair	Imran Ashraf
Headteacher	Yaasmin Mubarak
Annual fees (day pupils)	£1,900
Telephone number	01282 931354
Website	None
Email address	info@fountainsofknowledge.com
Date of previous standard inspection	Not previously inspected

## Provider already operating

Number of pupils of compulsory school age	Not yet operating
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	Not yet operating
Total hours operating as a school per week	Not yet operating
Total hours of teaching provided per week	Not yet operating

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not yet operating	11-16	11-16
Number of pupils on the school roll	Not yet operating	100	100

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not yet operating	Girls
Number of full-time pupils of compulsory school age	Not yet operating	100
Number of part-time pupils	Not yet operating	0
Number of pupils with special educational needs and/or disabilities	Not yet operating	Not known
Of which, number of pupils with an education, health and care plan	Not yet operating	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not yet operating	Not known



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not yet operating	3 teaching staff initially. Leaders intend that this number will increase as pupil numbers rise.
Number of part-time teaching staff	Not yet operating	0
Number of staff in the welfare provision	Not yet operating	0

## Information about this proposed school

- The proposed 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. There is a tarmacked playground at the side of the building. This is separated from the nursery outdoor space by a high fence. 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 proposed school will have an Islamic faith ethos.
- The proposed school's mission is to 'inspire our girls to achieve academic, behavioural and moral excellence, allowing them to live as happy, successful individuals.'

## Information about this inspection

- The inspection was conducted by Ofsted at the request of the Department for Education, to consider the school's application to open an independent Islamic faith girls' school.
- This was the school's first pre-registration inspection.
- The inspector met with the chair of the charitable trust that forms the proprietorial body, a governor, the intended headteacher, deputy headteacher and three teachers.
- A tour of the premises was carried out by the inspector, accompanied by the intended headteacher, the proprietor's representative and a governor.
- The inspector scrutinised available documents to check the school's likely compliance with the independent school standards and other requirements. This included curriculum plans, the school's prospectus, its safeguarding policy and other policies concerning health and safety.

## Inspection team

Pippa Jackson Maitland, lead inspector	Her Majesty's Inspector
--	-------------------------

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### **Parent View**

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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](mailto: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](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
© Crown copyright 2019