

Inspection of Eden Springs

36 Greaves Street, Bradford BD5 7PE

Inspection dates: 19–21 November 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

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 are very happy at Eden Springs. They enjoy the school day because they make friends and feel welcome. They are valued and want to learn. Everyone has a strong commitment to the Islamic faith and to British values. Pupils behave exceptionally well and have a significant role in the life of the school. The school is a safe, calm and respectful environment. There is no bullying, and pupils show respect and tolerance for others.

Teachers have high expectations and pupils are proud of their achievements. They achieve particularly highly in English. Most pupils are avid readers and they borrow books from the school library. Sometimes, teachers do not always plan lessons for pupils of different abilities well. The school is not well enough prepared to identify and support pupils with learning needs.

Pupils contribute well to discussions. They are keen to take responsibility for their own learning. They relish debates, public speaking and poetry. They talk confidently about current affairs.

Parents and carers fully support the passionate and ambitious headteacher. The school has close links with the local community. Girls enjoy visits that help them to understand the wider world. They speak about attending an outdoor survival course and local places of worship.

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

Leaders are committed to developing an exciting, broad and rich curriculum. However, they have not yet planned out what pupils should learn in some subjects in enough detail. They have not sufficiently taken the different abilities of pupils into account.

Pupils value their learning. Pupils can explain how teachers help them to learn and they know what to do in order to improve. In some subjects, such as science, however, they sometimes do not understand subject-specific language in sufficient depth.

Pupils very rarely miss any time at school. They show great maturity and self-control. They never disrupt lessons, and their attitudes are consistently positive. Pupils are very attentive in lessons and they are also very supportive of each other.

The Ilm curriculum provides pupils with rich experiences. These include study of the Koran and learning Urdu. Pupils contribute to collective worship. The pupil-led Anjuman sessions are particularly special. Pupils develop their talents and interests in these lessons. These include singing, public speaking, debating and poetry reading. The Ilm curriculum complements work in the secular curriculum. This supports pupils' personal development, which is a particular strength of the school.

Pupils value equality and understand and respect the rights of others. In work about identity, year 7 pupils had great empathy for a character with a facial disfigurement. The 'global affairs' board provides a stimulus for discussion. Pupils discuss challenging and interesting topics. Pupils receive quality advice about careers. Many have clear and aspirational future goals.

Teachers ensure that pupils with particular needs access a full curriculum. However, the school is less secure in being able to assess pupils for special educational needs and/or disabilities (SEND) and to plan for any support that is required. Staff show strong support for pupils who need to catch up with their reading.

The proprietors form an effective group, with proven expertise and commitment to education. They keep a strong oversight of the school's work. Together with the headteacher, they provide a clear vision for staff and pupils. Parents feel that, in the short time since it opened, Eden Springs has become a place with high educational standards.

The school's finances and resources are managed well. There is significant support for the school from the local community. All members of staff work very hard. They say that their workload is manageable and that they are very well supported. Leaders are providing training that is rapidly developing the expertise of a new teaching staff. The support that they provide, together with expertise from partner schools, helps to address the gaps in teaching skills that remain.

The school is compliant with the independent school standards. Proprietors and the headteacher have a secure understanding of the standards. They fulfil their responsibilities well. They show great concern for the well-being of their pupils. They have developed effective policies. The school enjoys a refurbished building that has been resourced to a high standard.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a strong focus on safeguarding. One of the proprietors has this as his particular responsibility. Leaders are very aware of the 'Prevent' duty. They work with other professionals to check and support pupils' welfare. Leaders carry out thorough checks on the suitability of adults working at the school.

Staff and pupils know who to talk to if they have concerns over welfare. Girls are taught about safety through planned curriculum activities. Leaders also take advantage of addressing particular issues as and when they arise in discussions or news items.

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

- The curriculum at key stage 3 clearly identifies what pupils should learn and remember. However, it is not clear how pupils of different abilities will be supported to achieve well. Leaders should ensure that they include in their curriculum planning how teachers can meet the needs of all pupils at the school.
- Leaders are planning a curriculum for key stage 4, which will start in the next academic year. So far this also shows what pupils should learn and remember but it is largely focused on GCSE examinations and does not fully reflect the school's ethos and values. Leaders should ensure that the key stage 4 curriculum is broader than what is required for GCSE examinations and supports pupils' learning beyond the academic.
- There are gaps in teachers' skills. For example, in some subjects, teachers do not ensure that pupils achieve a deep and secure understanding of subject-specific language. The current intensive training programme that is in place should continue to address this.
- There is not enough expertise in the school to assess pupils for SEND or to plan for any support that is required. Consequently, some pupils who require extra support may not be receiving it. Leaders must ensure that the school is prepared to identify and meet individual pupil learning needs.

How can I feed back my views?

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The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	145499
DfE registration number	380/6015
Local authority	Bradford
Inspection number	10123292
Type of school	Other Independent School
School category	Independent school
Age range of pupils	11 to 24
Gender of pupils	Girls
Number of pupils on the school roll	68
Number of part-time pupils	None
Proprietor	Mr Ahmed Ali, Mr Abdur Raqeeb and Mr Feizal Patel
Headteacher	Rashta Bibi
Annual fees (day pupils)	£2,200
Telephone number	01274 401205
Website	www.edenspringsgirls.co.uk
Email address	admin@edenspringsgirls.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This was the school's first standard inspection. The school was registered by the Department for Education on 18 June 2019.
- The school currently has pupils on roll who are aged 11 to 14. Although registered for pupils up to the age of 24, there is no sixth form at the moment.
- The school does not use any alternative education provision.
- The school has an Islamic ethos and accepts girls only.

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.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- We held several discussions with the headteacher and deputy headteacher. The lead inspector also talked to two of the proprietors.
- We talked to pupils during lesson visits and at breaktimes and lunchtimes to find out their views on behaviour and safety.
- We looked in detail at the curriculums in English, mathematics, science and personal, social, health and careers education. We talked to leaders and teachers about their curriculum plans. We also talked to pupils about their learning and what they know and remember in these subjects. We looked at pupils' work.
- We checked safeguarding arrangements. We looked at the school's work to make staff and pupils aware of safeguarding issues. Leaders are aware of the need to record and follow up concerns over pupils' safety but at the time of inspection no concerns had arisen. We also explored how leaders checked the suitability of adults working on site.

Inspection team

Steve Rogers, lead inspector

Ofsted Inspector

Gordon Watts

Ofsted Inspector

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