

Inspection of an outstanding school: Eden Girls' School Coventry

Stoney Stanton Rd, Coventry, West Midlands CV1 4FS

Inspection dates:

23 and 24 May 2023

Outcome

Eden Girls' School Coventry continues to be an outstanding school.

What is it like to attend this school?

Pupils thrive and excel in this inclusive school. They are respectful, courteous, and friendly. Staff have high expectations of pupils, and pupils live up to these. At all times, pupils' behaviour is impeccable. They are engaged, enthused, and willing to take part in all aspects of school life.

The 'star' values of service, teamwork, ambition, and respect underpin school life. Leaders' ambition for what pupils can achieve goes well beyond the academic. All pupils, including those with special educational needs and/disabilities (SEND), benefit from the extensive opportunities on offer. These include hosting charity events, debating club, and enterprise and business-related activities.

The 'star diploma award' recognises pupils' contribution to achievement, behaviour, and volunteering. Pupils actively engage in charity and local community work, for example, by providing foodbanks for local people. This contributes to pupils becoming active citizens in the community.

Leaders have ensured that their teaching about the Muslim faith is explicitly linked to fundamental British values and character building. They achieve this with 'hadith of the week'. For example, pupils learn to be respectful of differences and to promote tolerance. This teaches pupils to become well-rounded citizens, who are prepared for life in modern Britain.

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

Leaders have embedded an exemplary curriculum to ensure that pupils receive a high-quality education. Teachers are experts in the subjects they teach. Staff know their pupils extremely well. They carefully select resources that meet the needs of all pupils. Pupils engage effortlessly during lessons. Their work is impeccable. Teachers routinely check pupils' understanding. They use this to adapt teaching, close any gaps in knowledge, and

re-teach any misconceptions. As a result, all pupils achieve exceptionally well. This includes the most disadvantaged and pupils with SEND.

Leaders accurately identify the specific needs of pupils with SEND. The collaboration between parents, the SEND team, external agencies, and pupils is purposeful. It ensures that pupils get the best possible deal and participate in all parts of school life. For example, they host charity events and lead assemblies alongside leaders. Their interests and views are taken on board to create clubs, such as cooking club and friendship club.

Reading is at the heart of school life. There are many opportunities for pupils to read widely and often, for example 'read aloud' during form time where the tutor reads to the pupils. Older pupils also read with their younger 'buddies'. The books are inclusive and diverse, and ensure that pupils learn about different cultures, faiths, and relationships. Pupils who struggle to read are given the help and support they need, so that they can catch up quickly. As a result, pupils develop their fluency and passion for reading.

Pupils' behaviour in lessons and at social times is excellent. The atmosphere in lessons is engaging, calm and orderly. Pupils are self-regulated and confident. Pupils respond well to the rewards and praise. They develop excellent habits in reading regularly and working hard. These pupils are rewarded with trips and certificates.

The curriculum for pupils' wider development is comprehensive and diverse. Pupils learn about topics such as healthy relationships, consent, and mental health. The house system makes the most of pupils' competitive nature and gives them opportunities to compete against their peers in activities, such as spelling bees and sporting events.

The careers programme is well designed. The school has links with local colleges and sixth forms. Pupils visit universities, learn about apprenticeships, and receive mock careers interviews. Pupils in Year 10 complete work experience. This means pupils are well prepared to make informed and ambitious decisions for their next steps in education, training, and employment.

Leaders and those responsible for governance are extremely ambitious and aspirational for the pupils they serve. Their high standards and high expectations permeate through all that they do. Leaders' work to ensure that pupils, staff, and parents buy-in to their vision of 'nurturing today's young people, inspiring tomorrow's leaders' is successful. Staff appreciate the engagement from leaders to manage their work-life balance, and support their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have conducted appropriate recruitment checks on all staff to ensure they are suitable to work with pupils. Staff use the regular safeguarding training and updates they receive in their everyday practice. There is a culture of vigilance across the school.

Staff know their pupils well and are quick to report any issues. These are dealt with quickly to ensure that pupils get the support they need. Pupils are taught how to stay safe when at home, school, and when online. Pupils know who to speak to if they have any worries about themselves or their peers.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in July 2017.

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 information from Ofsted Parent View 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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140958
Local authority	Coventry
Inspection number	10290612
Type of school	Secondary Comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	606
Appropriate authority	Board of trustees
Chair of trust	Kamruddin Kothia OBE DL
Principal	Shazia Akram
Website	www.edengirlscoventry.com
Date of previous inspection	5 July 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of Star Academies multi-academy trust.
- The school is registered for 11 to 18-year-olds. There is currently no post-16 provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 11 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses no alternative provision.
- The school has an Islamic ethos. It welcomes pupils from all faiths and those without faith.
- A section 48 inspection was completed in September 2017. The next inspection is due within eight years of their previous inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, inspectors held discussions with the principal, regional director, other senior and middle leaders, the special educational needs coordinator, the designated safeguarding lead, the behaviour lead, and the careers lead.
- Inspectors held discussions with those responsible for governance, trustees, and the CEO of the trust.
- Inspectors carried out deep dives in English, mathematics, and languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and looked at samples of pupils' work.
- Inspectors also visited reading intervention at the start of the day.
- Inspectors met with members of staff and spoke to pupils formally and informally at various points in the inspection. Inspectors took account of responses to the pupil and staff surveys, as well as Ofsted Parent View.
- Inspectors looked at records and spoke to staff in relation to behaviour, workload, bullying, and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment.

Inspection team

Sultanat Yunus, lead inspector

His Majesty's Inspector

Neil Warner

Ofsted Inspector

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