

School inspection report

16 to 18 April 2024

Edenfield Girls' High School

Brunswick Street

Nelson

Lancashire

BB9 0PQ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders fulfil their responsibilities well and act as role models in promoting the school's aims and ethos. Governors ensure that leaders have appropriate knowledge and skills to enable the school to meet the Standards.
2. The Islamic nature of the school is embedded in all activities, teaching and learning, and in the expectations of pupils' conduct. Pupils are polite and welcoming, well mannered and respectful.
3. Leaders undertake annual self-evaluation and maintain a dynamic forward-thinking development plan. Many of the organisational systems and processes in the school have grown organically during the time that the school has been open, but do not always reflect a systematic and rigorous approach. For example, whilst training records are logged, there is not a timely method of alerting leaders to deadlines for renewing training, which weakens managers' oversight of this area.
4. Teaching and learning in the school are managed well. Plans, schemes of work and programme of activities appropriate to pupils' needs are implemented effectively. However, there is a limited choice of options for older pupils to develop their learning in aesthetic and creative subjects.
5. Teachers know their pupils well and offer individual support on a regular basis to ensure that all pupils make good progress. Pupils who have special educational needs and/or disabilities (SEND) benefit from this individual attention. However, staff do not communicate with pupils who have SEND or their parents about the strategies used to support them as effectively as possible. This can prevent pupils who have SEND from being able to evaluate how well they are progressing as effectively as possible.
6. Pupils who have English as an additional language (EAL) are effectively supported through individual attention with a focus on pupils' specific language needs and therefore are able to make good progress.
7. The effective personal, social, health and economic (PSHE) education programme incorporates relationships and sex education (RSE) that fulfils statutory guidance. PSHE lessons enable pupils to discuss and explore their responsibilities towards and opportunities within British society, whilst being respectful of a range of different viewpoints.
8. The school develops pupils' mental health and emotional wellbeing effectively through assemblies, PSHE lessons and events such as a mental health awareness week. Pupils feel safe in school and have trusted adults to speak to. Pupils are taught how to keep physically healthy and there are sufficient opportunities and space for physical education (PE) in the curriculum. However, there is a limited range of recreational activities open to pupils outside of teaching time to support pupils' personal development and physical health and wellbeing.
9. Safeguarding procedures are effective. Appropriate supervision is in place to support the safety of the pupils.
10. Pupils are socially responsible and support both international and local charities through fundraising activities, often taking leadership roles in organising events. The school prepares pupils well for the next stages in their lives.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen their oversight of staff training, including the deadlines for renewal
- strengthen the provision for older pupils to develop their learning in aesthetic and creative subjects
- enable pupils who have SEND to evaluate how well they are progressing as effectively as possible
- strengthen the range of recreational activities outside the classroom to support pupils' physical health, wellbeing and personal development.

Section 1: Leadership and management, and governance

11. Governors and leaders ensure that the school's ethos is known and reflected across the school. Leaders have established a warm, supportive atmosphere in which pupils and their teachers interact positively and respectfully.
12. The governing body keeps itself well informed about the school. Governors assure themselves that the wellbeing of pupils is being promoted through regular visits, consideration of reports of school activities and pupil and parental surveys. Governors scrutinise school policies and procedures, and advise and challenge leaders appropriately. They actively seek external advice to support the development of the school.
13. Leaders demonstrate appropriate knowledge and skills and fulfil their regulatory responsibilities. They produce a detailed self-evaluation on an annual basis, which contributes to an ambitious, but realistic school development plan to further promote pupils' wellbeing and improve outcomes.
14. The Islamic nature of the school is visible in all classrooms and corridors. Leaders fulfil their responsibilities under the Equality Act 2010, and constantly emphasise the principles of the Act to pupils. Staff promote respect for all people, regardless of differences in belief or culture. Pupils understand the importance of mutual respect and value the school's ethos. Consequently, pupils demonstrate respect for others in their behaviour during lessons and in break times.
15. A suitable accessibility plan is in place. Effective reasonable adjustments are made for those pupils who have SEND when required.
16. Leaders respond in a timely manner to concerns and complaints from parents in line with a suitable policy and maintain appropriate records of these. Informal complaints are dealt with effectively by senior staff so that these are resolved swiftly. A wide range of information is made available for parents and provided as required. Parents receive regular reports on their child's progress in comparison to targets and national benchmarking standards.
17. An effective culture of safeguarding is embedded in the school and suitable safeguarding arrangements are in place, including checks on the suitability of staff when they are recruited. Leaders work with relevant external agencies to support the wellbeing and safeguarding of pupils and make contact as appropriate.
18. Governors and leaders undertake training and conduct regular reviews to satisfy themselves that compliance with relevant safeguarding, health and safety requirements is secure. The involvement of relevant contractors, advisors and external authorities further strengthens health and safety arrangements. Regular review supports the maintenance, repair and upkeep of facilities. Staff understand their responsibilities because appropriate training is in place. However, leaders do not maintain sufficient oversight or have a systematic process to ensure that training is updated in a timely manner.
19. Risk assessment is effective through the identification of potential risks and actions to be taken to mitigate against these. Risk assessments include appropriate consideration of the needs of the pupils. Leaders have undertaken recent training to reinforce their understanding, and strengthen practice in their oversight and management of risk assessment and the mitigation of any risk identified.

The extent to which the school meets Standards relating to leadership and management, and governance

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. The school has a balanced, but narrow curriculum, and curriculum plans are appropriate for pupils' ages and aptitudes. Lessons in upper school provide pupils with useful examination preparation, especially in Year 11. Schemes of work cover key elements of the subjects taught. Elements of aesthetic and creative provision are covered within other subject areas, such as Islamic studies, information and communication technology (ICT) and art. From Year 9, pupils' options to study creative and aesthetic subjects are limited, which results in fewer opportunities for pupils to develop their learning in these areas.
22. Leaders monitor teaching and learning effectively and regularly. Teachers use well-planned schemes of work to teach lessons that support pupils to make progress, achieve well and develop secure knowledge. Staff use an effective range of teaching approaches and resources. Lessons typically involve effective questioning which elicit further understanding and the development of pupils' reasoning skills. For example, in history, Year 11 pupils were asked to justify their points of view on statements expressing different historical perspectives in preparation for answering examination questions.
23. Pupils demonstrate keen interest in and application to learning. Teachers enable them to be comfortable answering questions even if uncertain of the answers. For example, teaching enabled pupils to correctly answer language-based questions on different types of adjectives based on their class reading of *The Turbulent Term of Tyke Tiler*, and in biology, when answering questions on the function of amniotic fluid.
24. Pupils are taught in classrooms with subject-specific facilities and resources to match the curriculum. These are used effectively to promote learning. For example, in a Year 8 physics lesson, pupils were observed investigating Hooke's Law with appropriate materials, following scientific methods of enquiry.
25. Pupils show pride in their work, with clear evidence that they are being stretched and encouraged to be aspirational through pieces of extended writing. Pupils are encouraged to develop their reading skills through the dedicated form time for silent reading. They demonstrate high levels of linguistic competence as a result of consistent expectation and encouragement to use a wide range of vocabulary and subject-specific language. For example, in a Year 11 chemistry lesson, pupils discussed key words in examination questions, and Year 9 pupils used subject-specific vocabulary accurately while revising angles in polygons in a mathematics lesson.
26. In mathematics, pupils are encouraged to use their numeracy skills and apply them well across topics, such as when calculating compound interest. The ICT curriculum includes teaching pupils coding and software development skills, as well as some design skills in creating websites and posters. This helps to equip pupils for the modern world.
27. Leaders use an effective assessment framework, which allows pupils and parents to understand annual progress and development against national and personal targets. The current Year 11 will be the first cohort to take a full set of external examinations. Teachers' feedback to pupils in lessons and their written feedback in pupils' books are supportive and informative, contributing to the good progress that pupils make. Methods of self-correction are used consistently across the school. As a

result, pupils' misconceptions are corrected immediately, which supports accurate learning and understanding.

28. Pupils who have SEND receive appropriate individual support in lessons, and further help in extra sessions where necessary. These measures help pupils who have SEND to make good progress. The school does not have a process for sharing support strategies with pupils on a regular basis, and does not formally review or share these with parents. This prevents pupils from evaluating the learning that results from these support strategies as effectively as possible.
29. Pupils who speak English as an additional language, and need extra support, are also helped on an individual basis by staff who understand their particular needs from their first language. This allows them to access the curriculum appropriately.
30. There are a small number of extra-curricular recreational activities for pupils. These are offered on a term-by-term basis and allow for some pupils to further develop their skills. However, the range of these activities designed to support pupils' physical health and wellbeing is limited and does not always match pupils' interests. Leaders have recognised this. As a result, leaders have supplemented the extra-curricular provision with themed activity days, where pupils can participate in team building sessions which contribute to their personal development.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 31. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

32. A culture of respect is embedded in the school and pupils have a sense of belonging and collegiality. The PSHE, RSE and religious education (RE) lessons encourage mutual respect towards others, including of characteristics such as race, religion, belief and sexual orientation. The promotion of mutual respect is also embedded within other subjects, such as, in English, the encouragement of empathy when analysing war poetry.
33. Relationships and sex education (RSE) is taught with sensitivity using an appropriate programme to ensure it meets the regulatory requirements. Older pupils are given the opportunity to discuss concepts such as consent, sharing their own knowledge and understanding, whilst younger pupils in a discussion on managing healthy relationships were able to recognise that their own values may be different to other people's values. The RSE programme enables pupils to develop their understanding of appropriate behaviour and how to look after themselves in relationships. In the RE curriculum, leaders have ensured that pupils are taught about different religions, such as Christianity and Sikhism, as well as atheism. Spiritual understanding is embedded through these lessons, as well as in the wider curriculum. All subjects have identified in their schemes of work, where fundamental British values and social, moral, cultural and spiritual links can be made. For example, in history, the rule of law and democracy were highlighted when studying Parliament and, in Year 7 biology, the value of caring for life was promoted in a lesson exploring birth. Pupils speak of the value of prayer, reflection, contemplation and tolerance of others' beliefs, all of which are promoted by the school.
34. In many of their fundraising activities, pupils take responsibility for the planning and organisation which develops their self-knowledge, self-confidence and self-esteem. Through the school council and class monitor positions, pupils are given further opportunities for self-development and taking leadership roles in the school.
35. School leaders have created a range of opportunities to develop pupils' mental health and emotional wellbeing. Messages in events such as the mental health awareness week are supported through assemblies advising pupils how to keep themselves healthy, both mentally and physically. In addition, PSHE lessons teach pupils about healthy and unhealthy practices in dealing with stress, allowing pupils to consider methods of self-help, for example, when facing examination pressure. Pupils of all ages benefit from the regular physical education programme, which allows them to develop skills in different games and strategies for effective team work.
36. High expectations of behaviour are a feature of the school. Behaviour and anti-bullying policies are effectively and fairly implemented. Appropriate rewards and sanctions are in place and positive behaviour is promoted and visible within the school. In the extremely rare cases of bullying, victims and perpetrators are responded to appropriately and consistently and pupils are supported as needed. Staff recognise what bullying is and are vigilant in watching out for pupils' welfare in general. There are trusted members of staff with whom pupils feel comfortable in confiding. Behaviour and bullying logs are well maintained, as are suspensions and exclusions logs.
37. Leaders implement an effective culture of health and safety. They discharge their duties effectively through appropriate training, dissemination of knowledge and procedures to staff. A programme of health and safety checks are carried out regularly, logged, and include appropriate management and procedures for fire safety and electrical testing. The school's premises and accommodation are

maintained suitably. First aid training is up to date, and staff are knowledgeable about individual pupils' needs.

38. Pupils are well supervised at all times, through sufficient staff being on duty outside of lesson times, and as a result pupils feel safe across the site. The admissions and attendance register is maintained in accordance with Education Regulations 2006, and the necessary reports are submitted to the local authority as pupils enter and leave the school at non-standard times.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 39. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

40. The PSHE, RSE and RE programmes enable pupils to increase their understanding of issues such as Islamophobia, prejudice, tolerance, relationships, community, and the relationship between their community and secular society. Pupils discuss women's rights and annually celebrate the International Women's Day. Effective ground rules for lessons are reinforced on a termly basis to develop pupils' skills in discussing sensitive topics. Various external agencies, including the local police, are invited to inform the pupils about their work in the community which helps to increase pupils' understanding of the role of these agencies and prepare them for life in British society.
41. Economic awareness is promoted through the PSHE curriculum by themes such as the use and misuse of money, how governments spend taxes, and in Year 11, earning. Pupils develop their financial awareness in practice through activity days across the year. For example, the school council organised a 'pizza day', where they took orders, payments and delivery for the whole school, learning for themselves how to budget and account for the different requests.
42. Careers guidance is successfully embedded in the PSHE curriculum and leaders have produced a range of activities to supplement the provision. External speakers present on a range of careers, and work experience is available in Year 10. A biennial careers fair raises pupils' awareness of avenues of work and further education. Pupils have presentations from women outside the school who discuss their career paths. External advisors give individual advice which ensures that older pupils are well-informed about how to make decisions about their futures. As a result of these measures, pupils are confident and feel prepared for the next steps in their education.
43. Pupils are prepared for life in British society through the active promotion of British values such as democracy, individual liberty and respect for those of diverse faiths and beliefs and the development of a clear understanding of right from wrong. Pupils vote for their council representatives and the school leaders have responded to the council's suggestions for change, such as introducing a different coloured headscarf for the oldest pupils. Assemblies form a basis to emphasise national events, such as *Children in Need*, which are followed up in discussions in tutor time or fundraising events. Registration periods are also used to discuss current events utilising daily news programmes, with such discussions being politically impartial. Through curriculum content, external speakers and the assembly programme, pupils are made aware of, and are encouraged to respect the law, institutions and public services, such as the NHS or police. For example, in RE, Year 9 pupils wrote about the illegality of corporal punishment in Britain, thus extending their understanding of British law.
44. Pupils are encouraged by school staff to develop a sense of responsibility. For example, in a Year 10 English lesson, when discussing malnourishment and how it resulted in a dehumanising effect. Older pupils, following their training in peer mentoring, act as reading buddies to Year 7 pupils in the autumn term.
45. Pupils are encouraged to be socially reflective towards others. For example, in a Year 10 English lesson, pupils engaging in the study of *A Christmas Carol* were encouraged to think how poverty might be reduced if everyone was more charitable. Pupils are proud of the many fundraising activities in which they both contribute and participate, such as an event in support of a national cancer charity.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

46. All the relevant Standards are met.

Safeguarding

47. Governors maintain efficient oversight of the comprehensive safeguarding policy and procedures. They meet regularly with the safeguarding leads to assure themselves of the effectiveness of the school's safeguarding arrangements and make certain that they comply with current statutory guidance. They are kept appropriately informed of individual cases, resulting actions and outcomes.
48. The safeguarding leads have a secure understanding of safeguarding issues and potential areas of concern for the school. Their training for the role is up to date and they continually seek further opportunities to develop their expertise. Leaders work effectively with external agencies, such as child and adolescent mental health services and local safeguarding partners, both to seek advice and to refer cases for external support when appropriate. The school has appropriate arrangements to respond to any allegations against staff that might arise.
49. Leaders keep safeguarding records secure and use them effectively to monitor individual pupils' needs and any resulting actions. Safeguarding records are passed on as appropriate when pupils leave the school to continue their education elsewhere.
50. Staff undertake regular and up-to-date safeguarding training. Regular weekly bulletins remind staff of key points from guidance such as *Keeping Children Safe in Education* and leaders check staff's understanding is secure through assessing their knowledge of safeguarding issues and procedures.
51. Leaders encourage pupils to share any concerns that they might have, including through a method of anonymous reporting. Pupils are clear about whom to go to if they have concerns. Pupils are taught how to use social media appropriately, how to keep themselves safe, including when online and how to report misuse. Suitable online filtering and monitoring are in place, and leaders respond to any alerts from the external software company. Pupils report that they feel safe at school.
52. Leaders ensure that the required safer recruitment checks are completed before adults begin working in the school. The single central record of appointments (SCR) is accurate and details the checks that have been completed. Senior leaders and the chair of governors are trained in safer recruitment procedures, and the chair of governors scrutinises the SCR to ensure that all required checks have been carried out and recorded correctly.

The extent to which the school meets Standards relating to safeguarding

- 53. All the relevant Standards are met.**

School details

School	Edenfield Girls' High School
Department for Education number	888/6120
Address	Edenfield Girls' High School Brunswick Street Nelson Lancashire BB9 0PQ
Phone number	01282476011
Email address	info@edenfieldgirlshigh.com
Website	www.edenfieldgirlshigh.com
Proprietor	Fountains of Knowledge
Chair	Mr Imran Ashraf
Headteacher	Mr Naman Yasin
Age range	11 to 16
Number of pupils	97
Date of previous inspection	11 to 13 February 2020

Information about the school

54. Edenfield Girls' High School is an independent day school for female pupils, located close to Nelson town centre. It was opened in September 2019. The school is housed in a two-storey office building. Apart from the school hall, Edenfield Nursery School occupies the ground floor of the same building. The sports hall and lecture theatre are in an adjacent building, and there is a secure outdoor play area.
55. The proprietor is a charitable trust, Fountains of Knowledge. The chair of governors is one of the five trustees. The proprietor also operates Al-Ikhlaas Primary School and Edenfield Nursery School.
56. The school has identified a very small number of pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
57. English is an additional language for a very small number of pupils.
58. The school has an Islamic faith ethos and states its aims are to inspire girls to achieve academic, behavioural and moral excellence allowing them to live as happy, successful individuals.

Inspection details

Inspection dates

16 to 18 April 2024

59. A team of three inspectors visited the school for two and a half days.

60. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

61. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

62. The previous inspection was by Ofsted. This is the first inspection of the school by ISI.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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