

## **EDEN GIRLS' SCHOOL COVENTRY**

Inspection Report

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**Local authority:** Coventry  
**Inspected under the auspices of:** AMS UK  
**Inspection dates:** 21 September 2017  
**Lead inspector:** Hasina Varachia

This inspection of the school was carried out under section 48 of the Education Act 2005.

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<b>Type of school</b>	Secondary
<b>School category</b>	Academy Free School
<b>Age range of pupils</b>	11-16
<b>Gender of pupils</b>	Girls
<b>Number on roll</b>	377
<b>Appropriate authority</b>	The Governing Body
<b>Chair</b>	Afzal Ismail
<b>Headteacher</b>	Linda Thompson
<b>Date of previous school inspection</b>	Not previously inspected
<b>Address</b>	Stoney Stanton Road Coventry CV1 4FS
<b>Telephone number</b>	02476 220 937
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# Introduction

## **Inspection team**

Lead Inspector: Hasina Varachia  
Team Inspectors: Mona Mohamed and Wasim Riaz

This inspection was carried out by three inspectors. They visited lessons or parts of lessons including, observing registration, break time and lunch time. They held meetings with the senior leadership team, staff, lead governor for RE, parents and groups of pupils. Inspectors observed the school's work and looked at a range of documentation, including pupil's written work, planning of the RE (Religious Education) and PSHCE (Personal, Social, Health, Citizenship Education) curriculum, various school self-evaluation documents, the school's Faith Ethos Action Plan and parent questionnaires. In accordance with the protocol that exists between DFE and AMS UK (Section 48), the lead inspector reviewed the school's recent Ofsted inspection report.

The inspection team looked at the following in detail:

- The Religious Education (RE) curriculum
- The progress pupils make in RE
- The quality of teaching in RE
- Leadership and management for RE
- Spiritual, moral, social and cultural development (SMSC), including collective worship.

## **Information about the school**

The Eden Girls' School, Coventry is an Islamic free school. It is run by the Tauheedul Education Trust. The school is a small secondary school with pupils from a range of ethnic minority backgrounds. All pupils are of Muslim faith. There is no published performance information for the school because no pupils have yet completed Key Stage 4. The proportion of disadvantaged pupils and those with special educational needs is below the national average.

## Inspection judgments

<b>Overall effectiveness</b>	<b>1</b>
The achievement of pupils in their religious education.	1
The quality of teaching and learning.	1
The effectiveness of leadership and management of religious Education, including the role of the school's governing body in RE.	1
The extent to which the religious education curriculum meets pupils' needs.	1
The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship.	1

### **Overall effectiveness: the quality of religious education provided at the Eden Girls' School, Coventry is outstanding because:**

The school has a distinctive spiritual ethos with a mission statement: 'To promote a culture of educational excellence, from the within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.' The school is successful in meeting this aim.

The quality of pupils' achievement is excellent. In most lessons, pupils are keen to work and excited by their learning. Throughout the school, pupils are alert, focused and motivated which results in them making outstanding progress throughout the school.

Pupils' personal development is excellent. They are actively engaged in the school and they work well with their teachers. Pupils participate in a range of extracurricular activities and are keen to initiate, support and contribute to charity and fundraising work. They are socially aware as a result of the diverse range of activities that pupils experience which promote deep-rooted understanding of other cultures. The standard of pupils' behaviour is very good. Relationships are based on mutual trust and respect, and the school operates as a harmonious and happy community. Pupils views are routinely sought through the School Council.

Appropriate safeguarding arrangements are in place demonstrating that safeguarding the welfare of the pupils is of utmost concern. The school works closely with the local prevent team and ensures training is updated annually.

Some aspects of the curriculum are informed by Islamic values which contribute to pupils' spiritual, moral, social and cultural development. School displays reinforce these messages further.

Inspectors however, feel that more work is needed to encourage pupils to exchange in salaam (Islamic greeting) with their teachers, their peers and visitors. The use of Islamic terminology in lessons and throughout the school day and more Islamic links to the curriculum would also deepen pupils' spirituality.

**The achievement of pupils at the school in their religious education is outstanding because:**

Pupils' knowledge, understanding and skills are very well developed in curricular and extra curricula activities. High levels of creativity are evident, demonstrated in the displays of pupils' work throughout the school and in their musical performances. The Eden Nasheed (Islamic music) Club plays an active role in school performances and more recently, pupils have performed at external venues.

Pupils show high levels of knowledge and understanding. They are mature and frequently demonstrate initiative. For example, when setting their weekly learning and character targets.

Pupils think independently and enjoy discussing their ideas in lessons. Pupils' ability to think and be creative is seen in a variety of formats including their written work which is well organised and neatly presented.

Throughout the school, pupils' positive attitudes to learning contribute to the progress they make in lessons. They concentrate well, and are focused in lessons. As a result, the pace of learning is good. Pupils are keen to learn from their mistakes. Their progress is embedded in the strength of dialogue between pupils and teachers, and between pupils themselves. Oral feedback is frequent, honest and direct.

The most able achieve their potential through activities and strategies devised to stretch them intellectually. Pupils with SEND are well supported in lessons and as a result make secure progress, in line with their peers.

Analysis of predicted GCSE RE results for 2018 shows that pupils are achieving exceptionally well and are expected to exceed national figures.

Teaching is well supported by an assessment system which ensures pupils' progress is closely monitored. This results in early identification of pupils who may be falling behind. For these pupils, a range of intervention strategies are put in place so pupils are able to achieve the targets set for them.

The school's main library has a sufficient range of Islamic reading books although, more books about other world faiths are needed.

**Areas for improvement**

- Increase the number of books available for pupils in the library about other world faiths.

**The quality of teaching and assessment in the school is outstanding because:**

It is effective in enabling pupils to develop their skills and further their knowledge and understanding. Parents and pupils praise the quality of teaching.

Teachers demonstrate good subject knowledge and questioning skills, probing for deeper knowledge and understanding, and encourage pupils to think, analyse and draw conclusions. In most lessons, teaching demonstrates imagination and creativity, further enthusing the pupils and developing a strong context for their learning.

Teachers demonstrate a good awareness of pupils' capabilities, and teaching is adapted accordingly to meet their differing needs.

Planning is effective in helping pupils to make very good progress. Teachers use a range of activities and approaches to enhance learning and ensure that pupils are engaged and excited. Resources are imaginative and varied and as a result make lessons more accessible and lively.

Pupils' work is marked frequently, accurately and thoroughly. Teachers provide constructive advice for improvement, setting targets for development that are attainable but challenging. In discussion with inspectors, pupils acknowledged the contribution that target setting makes to their progress.

Teachers show passion for their subject and clearly enjoy sharing their interest and knowledge with pupils. Their enthusiasm incites interest and curiosity. For example, during an outstanding Year 10 RE lesson on the importance of Jesus in Christianity, excellent questioning challenged pupils' thinking, consolidated their knowledge and led them to make rapid progress in their learning. This lesson made strong links to Islamic teachings, deepening pupils' spirituality.

**The effectiveness of leadership and management of Religious Education is outstanding because:**

Leaders work well together and as a result are effective in providing training, support and guidance for all members of staff. Monitoring and evaluation through lesson observations, checks on planning and pupils' work are part of the school's drive to improve. Leaders are skillful in identifying the schools' needs and in sharing these with staff, pupils and parents. These processes result in improvements to teaching and learning which ensures outstanding results.

CPD is provided to support staff in developing spirituality and contributing to shaping the Islamic Ethos of the school, although new staff would benefit from having an introduction on the Faith Ethos of the school before the term begins.

Governors strongly support the aims and ethos of the school. They are committed and maintain a clear, strategic role in shaping the development of the school and have appropriate systems in place to monitor and support its' provision and ensure the safeguarding of pupils. They meet with colleagues of other schools, of community and those of diverse faith backgrounds which allows a platform to exchange ideas, work together on areas of concern and learn from each other.

Reports are provided by the head teacher on Faith and Character Development to governors on a termly basis ensuring that they are kept well informed of developments and any arising concerns.

The school has good relationships with parents and they in turn play an active role in the school. Some parents are also involved in the half-termly Parent Shura (Council) meetings where they may raise issues or make suggestions. Parents shared with inspectors that they would like the school to increase the opportunities available for pupils to participate in Islamic based extracurricular activities such as Qira'at (Qur'an recitation) club. Pupils also agree that they would like the opportunity learn more about Islamic history, stories of the prophets and inspirational women from Islamic history through organised enrichment activity.

In lessons, inspectors felt that more is needed to link curriculum delivery to Islamic teaching in order to further deepen pupils' understanding and practice of their faith. For example, in an observed PSHE lesson, there were missed opportunities to link the topic of 'values' to pupils' Islamic values and its' impact on their everyday life.

The school provides parents with detailed reports each year about their daughter's progress. Parents spoken to by inspectors would recommend the school to other parents.

Pupils awareness of other cultures is strong. There are many opportunities afforded by the curriculum and by visits for pupils to explore cultures different from their own. A significant number of external speakers also enrich pupils' experiences and relationships with other organisations strongly promotes cultural awareness.

Each year, the pupils participate in activities that celebrate key cultural events in the British calendar. Recently, pupils attended an interfaith conference hosted by City College. Here, pupils collaborated with pupils across Coventry to consider the impact words have on people and how best to tackle hate speech. The school has also hosted a Holocaust Exhibition led by pupils for other schools and the wider community.

These experiences have enabled the school to strengthen and develop the Fundamental British Values taught already to pupils throughout the curriculum. During discussion with inspectors, parents were keen to share that their daughters had developed a secure understanding of other faiths following their visits to places of worship and visitors to school. One parent said, 'It is very important to visit other places of worship to encourage respect and to show that Muslims are part of the local community.'

School leaders and governors firmly challenge all types of extremism. All staff receive regular safeguarding updates and WRAP training takes place annually.

### **Areas for improvement**

- To encourage the use of the Islamic greeting of salaam and other Islamic vocabulary during the school day.
- To increase opportunities for pupils to develop their Islamic knowledge and understanding through strengthening links in the curriculum and increasing opportunities to learn through enrichment activities.
- To provide staff with additional training to ensure the full implementation of the school Faith and Character Education Policy.

**The extent to which the religious education curriculum meets pupils' needs is outstanding because:**

The RE curriculum is broad and balanced and encompasses all the major faiths and the humanist tradition. The school had adopted the model SACRE's scheme of work for Coventry. The statutory requirement for a daily collective act of worship is met by pupils beginning every session with Surah al Fatihah (Opening Chapter of the Holy Qu'ran) in both Arabic and English and ending the day with a special dua. Pupils have the opportunity to pray both Zuhur and Asr (two middle prayers of the day) in school during the winter and Zuhur prayer during the summer time, should they wish.

The curriculum is enriched through a wide range of exiting and varied experiences and visiting speakers that bring pupils' learning to life. For example, the Seerah competition which enabled pupils to understand more deeply the life of the prophet Muhammad, peace be upon him, and his role in their lives. Pupils are also encouraged to participate in the Sunnah Fasting Programme every Monday and Thursday, particularly during the winter months.

The RE curriculum and the wider objectives of Religious Education across the school are supported by the PSHE curriculum. The curriculum gives pupils the opportunity to learn about, and respect, their own faith and other major faiths through lessons, projects undertaken with young people from other backgrounds, a range of interfaith activities, including work with the 3 Faiths forum and visits by speakers of different faiths during assembly and at other times. Recently, Year 10 pupils attended an interfaith conference in November 2016 where they considered the impact of their words on others.

The carefully selected and planned Hadeeth (thought) of the week promotes universal human values and good character, applicable to all faith and none. They are displayed around the school and in each classroom to raise awareness of their centrality in school life. During an observed registration, pupils were able to explore their thoughts and feeling about the Hadeeth of the Week which fostered the understanding of wanting for one another for what they want for themselves. Pupils were also encouraged to focus upon the Hadeeth by setting targets in order to bring the Hadeeth to life.

**The extent of pupils' spiritual, moral, social and cultural development is outstanding because:**

The spiritual, moral, social and cultural development of pupils is a strength of the school. Pupils' faith and values are developed through the daily collective act of worship, assemblies, RE lessons and a range of interfaith activities. Key Islamic dates such as Ashurah (10th Muharram) are given extra emphasis through carefully planned and meaningful activities including fasting, school iftar (break of fast) and study circles. Three spirituality days are planned each year and develop pupils' spirituality. Recent themes include, modesty, interfaith, healthy body and healthy mind. These provide excellent opportunities to foster a sense of Islamic identity and encourage all pupils to develop pride in their own faith.

The moral development of pupils is well catered for by giving pupils many opportunities through assembly, RE, PSHE and across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities. Recently, pupils represented the school at a Holocaust Memorial Day service in the city centre.

The pupils' social development is outstanding and they actively accept responsibility as school council representatives. They are proud to contribute to the society of the school. Pupils are aware of those in need and over the past three years, the school has raised over £8,000 to support various charities. Pupils have also collected gifts and toys for young patients at the University Hospital Coventry and Warwickshire as part of the campaign to Make Children Smile. Charities supported include, Macmillan Cancer Research, Children in Need, NSPCC and the Poppy Appeal.

Pupils cultural development is excellent. They learn to understand and respect other faiths and cultures during RE lessons, assemblies and by visiting places of worship such as a cathedral and gurdwara. Three year 9 pupils have also visited France with their history teacher on a visit to the World War One Battlefields and cemeteries.

## Glossary

What inspection judgments mean

<b>Grade</b>	<b>Judgment</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. AMSUK inspectors will make further visits until it improves.