

Inspection of Excellence Girls Academy

Crowther Street, Shelton, Stoke-On-Trent, Staffordshire ST4 2ER

Inspection dates: 14 to 16 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

The school has established an ambitious and aspirational culture. There are high expectations for every pupil to achieve well. The school's ethos of 'learners today, leaders tomorrow' is shared by all school community members. It has constructed a broad, rich curriculum. This is largely well implemented, and pupils achieve expectations in most areas. This is because teachers have thought carefully about what needs to be taught and the order in which to teach it. A few areas of the curriculum are not as well developed. This means that new learning does not build on what pupils already know in these subjects.

The curriculum provides opportunities for pupils to learn about other cultures and religions. Pupils also experience trips and visits to support their learning. They learn about future careers. However, a few pupils need more guidance around their future plans.

Pupils enjoy coming to school. They say they feel safe because staff listen and care about them. They describe their school as, 'One big family.' Pupils behave well. They say that bullying is rare because teachers are quick to resolve any unkindness. For a few pupils, attendance is too low. This impacts on their achievement.

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

The school wants the best for all pupils. It has created a culture where hard work and commitment to learning are expected. The curriculum is broad, balanced and ambitious. Pupils achieve well in most subjects. This is because teachers are skilled specialists. They know what to teach and the order to teach it. They make sure that new learning builds on what pupils already know. Learning opportunities in mathematics, English and science are sequenced well. This ensures that pupils learn more and remember more. In mathematics, pupils develop strong foundational skills. This enables them to solve more complex problems over time because they can recall previously taught content successfully. However, the curriculum is less well developed in a few areas. In these subjects, the order of lessons is not planned in a logical sequence. This means that pupils do not make connections in their learning as readily.

Reading is prioritised. The English curriculum is enriched with a range of texts. These have been carefully chosen to support moral themes and cultural diversity, as well as classical literature. Pupils are confident readers. They read a variety of genres in class and at home. Pupils take part in regular competitions and enjoy reading.

Pupils learn how to keep themselves safe. This is because the curriculum content for personal, social, health and economic (PSHE) education and relationships and sex education (RSE) is well planned. The school has carefully considered what pupils need to know and how it is taught. Pupils know about safe relationships and risks both online and in the community. Pupils learn about careers, and many engage in

work experience and opportunities at local primary schools. A few pupils know they would like to go to college, but are unclear on what to study.

Leaders create opportunities outside of the taught curriculum to develop pupils' social skills and cultural awareness. Pupils on the school council take their roles seriously. They say that they 'provide a voice for other pupils' and ensure that everyone's views are heard. Pupils learn about different religions and engage in activities within their local area to fundraise for charities.

The behaviour policy is understood by all staff and applied consistently. There are high expectations of behaviour and pupils meet these. Teachers expect pupils to be kind to one another. Pupils are confident that staff will resolve any issues quickly.

Processes are in place to promote regular attendance. These have a positive impact on most pupils. However, a small number of pupils do not attend regularly enough. This impacts negatively on their learning.

Staff are proud to work at the school and feel connected to the ethos. They say leaders are approachable and considerate of their workload and well-being. They are encouraged to access training opportunities and the school promotes and supports staff development. Parents speak highly of the school. They say that teachers and staff are dedicated to the children.

The proprietor and those responsible for governance bring a wealth of educational and childcare experience to the school. They regularly check all aspects of the school's work and make sure that the school meets the independent school standards consistently. They make arrangements to meet the requirements of The Equality Act 2010, through the provision of a detailed accessibility plan.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- In a few subjects, learning is not sequenced well enough to help pupils learn and remember more. Where this happens, pupils do not achieve as well as they could. Leaders need to ensure that staff are supported to make sure they plan and deliver content that enables pupils to successfully build on what they already know and can do.
- Attendance is low for some pupils. This impacts on their learning because they miss too much time at school. Leaders, the proprietor and those responsible for governance need to review the attendance policy and engage with parents to ensure that pupils attend school regularly.

- Pupils access a range of career-related opportunities, but some pupils are unclear on their next steps. The school should further develop the curriculum to ensure that pupils access a broad range of advice and experiences and are supported to identify their next steps when they leave school.

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.

School details

Unique reference number	147236
DfE registration number	861/6018
Local authority	Stoke-on-Trent
Inspection number	10322602
Type of school	Other Independent School
School category	Independent school
Age range of pupils	9 to 16
Gender of pupils	Girls
Number of pupils on the school roll	79
Number of part-time pupils	0
Proprietor	Nasik Haroon
Chair	Mohammed Ummar Azam
Headteacher	Samia Haroon
Annual fees (day pupils)	£3000
Telephone number	01782 390807
Website	www.excellencegirlsacademy.co.uk
Email address	info@excellencegirlsacademy.co.uk
Dates of previous inspection	6 to 8 July 2021

Information about this school

- Excellence Girls Academy is an independent school located in Stoke-on-Trent. The school has an Islamic ethos, but is open to all faiths.
- Currently, there are no pupils with special educational needs and/or disabilities on roll at the school.
- The school does not make use of alternative provision.

Information about this inspection

Inspectors 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 of the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and deputy headteacher. Meetings were also held with the proprietor and a representative of the governing body.
- Inspectors carried out deep dives in these subjects: English, including reading, mathematics, PSHE and art. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- A number of policies were scrutinised including those relating to the curriculum, behaviour, complaints, admissions, health and safety and anti-bullying. The lead inspector also toured the premises to check for compliance with the independent school standards.

Inspection team

Melanie Callaghan-Lewis, lead inspector	Ofsted Inspector
Johanne Clifton	Ofsted Inspector

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