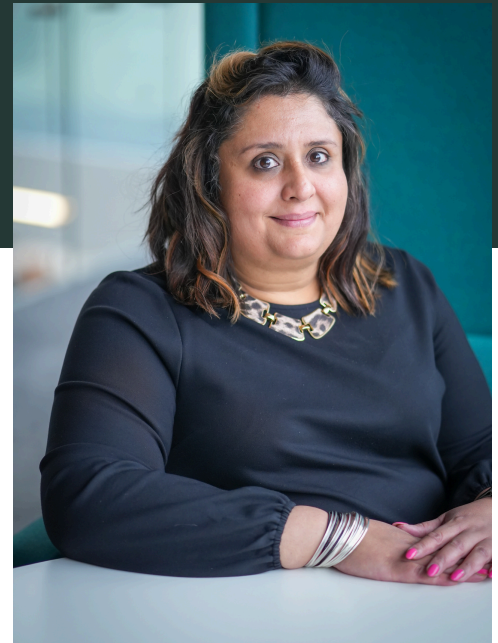


Why I would choose Edgbaston High School

*by Miss K Purewal
Deputy Head Academic*



EDGBASTON
HIGH SCHOOL



“Having spent 16 years teaching in outstanding state schools before joining Edgbaston High School, I bring with me a nuanced understanding of the UK’s educational landscape. Each system has its unique strengths and challenges. Yet, having made the transition to EHS, an independent school with a clear vision and deeply held values, I can now say with confidence: if I had to choose again, I would choose Edgbaston High School.”

When I first entered the profession, the independent sector was never on my radar. I was a proud product of a girls’ comprehensive school that gave me not only an excellent education but also the social mobility that shaped my life. It felt natural and right to give back to the state sector that had given me so much.

From the very beginning, I loved teaching. I was fortunate to work in high-performing state schools, where students came from a rich tapestry of backgrounds. These were schools that families actively moved into catchment areas for. Over time, those catchments grew smaller, house prices rose, and waiting lists grew longer. Despite the pressures, these were vibrant, successful communities, and I found my place within them. I was privileged to teach students of all abilities and to play a pivotal role in raising aspirations and providing stability.

Of course, there were challenges... resources were always stretched, and classes were often overcrowded. The work was intense, the pace relentless, and the space to truly personalise learning was rare. But the purpose was always clear. The students were remarkable, seizing opportunities and going on to achieve incredible feats. My time in the state sector made me the educator I am today, and I remain deeply grateful for those formative years. I honed my craft, learned resilience, and witnessed first-hand the transformative power of education.

When I joined the independent sector in 2018, it was, in many ways, a revelation. While the fundamentals of teaching and learning remained the same, good pedagogy is good pedagogy, after all, the context was entirely different. Yes, class sizes were smaller, and facilities were excellent, but what struck me most was the breadth and depth of pastoral care, enrichment, and co-curricular opportunities.”



“I vividly remember watching two Year 7 students deliver an assembly in the Octagon to the entire senior school. They were confident, articulate, and completely unfazed. It was a moment that stayed with me, not because of the performance itself, but because of what it represented: a culture of participation, inclusivity and empowerment, something I had not seen before. Education here wasn't just about exams and educational excellence. It was about developing character, resilience, and a willingness to step outside your comfort zone.

At EHS, education feels intentional. Lessons are not confined by exam specifications alone. They are infused with curiosity, creativity, and a commitment to developing the whole person. The tone of the school is particularly striking... it is ambitious, but never elitist. It fosters quiet confidence without entitlement, encouraging humility, compassion, and a strong sense of social awareness alongside academic excellence. Students are taught to see their education as a tool for impact, not just personal advancement. Today's world places immense demands on young people, making it essential that they are well-prepared for the future with the skills and confidence to face its challenges head-on.

This ethos aligns deeply with my own philosophy of teaching. At EHS, we do not just prepare students for university. We prepare them for life, instilling courage, integrity, responsibility and a strong moral compass.

Having worked in both sectors, I do not discount the power and potential of the state system. It remains the cornerstone of education in this country and played a pivotal role in shaping who I am. But when it comes to choosing a school based on culture, resources, ethos, and the daily joy of teaching and learning, I would choose EHS.

If I had been blessed with a daughter, I would have wanted nothing more than to send her to EHS. Edgbaston High School is not just a school. It is a place where education is cherished, where potential is nurtured, and where every member of the community is encouraged to flourish. Everybody is somebody.

And for a teacher who has always wanted to make a difference, there is no greater privilege than that.”