

# Eden Boys' School, Preston

Adelaide Street, Preston, Lancashire PR1 4BD

## Inspection dates

2–3 May 2018

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an outstanding school

- With the support of the trust, the local governing body and other senior leaders, the principal has built a new school where pupils are thriving.
- Leaders and governors have a strong sense of moral purpose. They are passionate and committed to securing the very best outcomes for all pupils, irrespective of their background.
- Leaders have ensured that a strong culture of ambition and resilience permeates every aspect of school life. Pupils are highly motivated and excel in their learning.
- Governors are extremely knowledgeable. They rigorously hold leaders to account for their actions. Leaders use the additional funding that they receive effectively.
- Pupils, including disadvantaged pupils and the most able pupils, make exceptional rates of progress across subjects and year groups. They benefit from a broad and balanced curriculum and they are well prepared for life in modern Britain.
- Senior leaders ensure that all pupils receive the support that they need from staff. Pupils feel safe and happy. Safeguarding is effective and incidents of bullying are extremely rare.
- Leaders have an incisive view of the strengths of the school as well as where there is still work to do. Middle leaders are keen, enthusiastic and committed to securing the best possible outcomes for pupils.
- Senior leaders adapt the rigorous and consistent procedures used across the trust, to meet accurately the needs of pupils at the school.
- Teachers have extremely high expectations of what pupils can achieve. They use highly accurate assessment information to plan activities for pupils that consolidate their prior learning, deepen their understanding and stretch their thinking.
- Teachers have fostered mutually respectful and supportive relationships with pupils. This means that pupils are confident to seek advice and ask for help with challenging learning.
- Pupils enjoy school. Their remarkably low rates of absence place the school in the top 1% of schools nationally for rates of pupil attendance.
- Pupils' conduct around school is exemplary. They are courteous and kind to each other and their teachers. In lessons they display consistently strong attitudes to learning. Pupils become keen, confident and resilient learners.
- Pupils aspire to be the best they can be. They are clear about what they want to do when they leave school and they aim high. They value the wealth of opportunities that an excellent education can offer.
- As the school grows, leaders ensure that high-quality support is in place for less experienced teachers and middle leaders, so that the school's exceptional standards are maintained.

## Full report

### What does the school need to do to improve further?

- Continue to check on teaching closely, as the school grows, to maintain the exceptionally high standards across all subjects, so that those teachers who are new to the profession can review and refine their teaching.
- Continue to provide opportunities for middle leaders, especially those who are new to their roles, to develop their leadership skills.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Alongside the support of the trust, governors and other senior leaders, the principal has built a brand new school. Together, they have created a culture where extremely high standards are 'the norm'. Leaders have ensured that staff, pupils, parents and carers are clear about what is expected. As a result, pupils benefit from an exceptional quality of education.
- Senior leaders ensure that all pupils receive the support that they need. Pupils feel well cared for and happy. Irrespective of their prior attainment, pupils are resilient learners who respond positively to challenge. As a result, they make rapid rates of progress across the curriculum. Leaders provide an array of enrichment opportunities for pupils to ensure that they are well prepared for life in modern Britain.
- Leaders have a sharp and precise view of the school. They leave 'no stone unturned'. As a result, they are highly accurate in their knowledge of where there is work to do. Leaders' correct and thorough evaluation of the school, which is quality assured by external advisers within the trust, informs their priorities for development.
- Leaders rigorously check on the quality of teaching. This allows them to provide bespoke support for staff. Staff feel well supported by leaders. They value the training that they receive and they are highly motivated to develop their teaching. Leaders ensure that staff take advantage of high-quality training within the trust. Staff work alongside more experienced colleagues within their own subjects in order to reflect on and develop their practice.
- Eager and passionate middle leaders are resolute in their aim to secure ambitious outcomes for pupils. Clear lines of accountability ensure that subject leaders are aware of what is expected from them. Subject leaders, particularly those new to their roles, speak very highly about the help and support they receive in order to achieve ambitious targets and to develop their own burgeoning leadership skills.
- Senior leaders effectively adapt the rigorous procedures proven to be effective across the trust. Leaders moderate teachers' assessments within the school. The trust then verifies these assessments externally. This ensures that teachers' assessments of pupils' learning are very accurate. As a result, school data is reliable and teachers are highly effective in matching learning activities closely to pupils' needs.
- Leaders have a clear rationale for the curriculum. They aim to maximise the opportunities available to pupils when they leave school. To this end, pupils study a curriculum based around the English Baccalaureate. Leaders' aspirational approach for pupils promotes an ambitious culture.
- Leaders use Year 7 catch-up funding effectively. They are meticulous in their analysis of key stage 2 assessment information when pupils join the school. This allows leaders to plan carefully targeted support. The proportion of pupils who join the school who have not achieved the expected standard in reading at key stage 2 is higher than the national average. Leaders use funding to support pupils' literacy skills. This ensures that pupils can catch up with their reading quickly. Leaders ensure that texts available in the school library cater for both pupils' reading ages and their interests.

- Leaders use additional funding to support disadvantaged pupils effectively. This is because leaders review and refine their approach. Disadvantaged pupils benefit from extra support in English and mathematics as well as carefully tailored support across the wider curriculum. Leaders are equally committed to ensuring that disadvantaged pupils access a breadth of experiences through appropriate enrichment activities. As a result, disadvantaged pupils make rapid rates of progress across the school and they are well prepared for life in modern Britain.
- Leaders ensure that those pupils who speak English as an additional language receive highly effective support with their literacy to ensure they catch up with their peers rapidly. This allows pupils who speak English as an additional language to make exceptional rates of progress across the curriculum. The extra support this group of pupils receive in order to increase their reading ages has been particularly successful.
- Parents are overwhelmingly supportive of the school. Leaders establish strong relationships with parents from the very beginning. Pupils and their parents benefit from an effective transition programme before pupils join the school in Year 7. This has been particularly effective in securing exceptional rates of attendance.
- Leaders, governors and trustees are keen to ensure that pupils benefit from a range of opportunities that allow them to develop spiritually, morally, socially and culturally. To this end, they ensure that subject leaders include these aspects in their teaching. For example, teachers encourage pupils to discuss the moral questions raised during learning about 19th-century poetry in English.
- Pupils have recently visited a number of art galleries in order to appreciate the work of local artists. Pupils develop spiritually through the religious education curriculum, where they learn about other faiths. For example, Year 10 pupils learn about Christianity. Leaders arrange for local faith leaders to speak to pupils. For example, the dean from a local church spoke with pupils in a recent assembly. Pupils across the school have written poems on the theme of peace which have been published in a book. Pupils in Year 7 and Year 10 recently competed in a prestigious poetry competition and were very successful.

## **Governance of the school**

- The trust delegate clear and precise responsibilities to the local governing body and the members of the local governing body carry out their roles very effectively. Governors and trustees are resolute in their mission to ensure that pupils receive an exceptional education that prepares them for life in modern Britain.
- The members of the local governing body are extremely knowledgeable. They bring to the role skills from a wide range of sectors, many of which are outside education. They have a sharp and accurate view of the school and demonstrate a comprehensive understanding about which aspects of the school could improve still further.
- Governors use their incisive knowledge and expertise to systematically challenge leaders and to hold them to account. For example, they ensure that leaders use additional funding effectively so pupils receive their entitlement. This is particularly the case for disadvantaged pupils and those pupils who have special educational needs (SEN) and/or disabilities. This is also typical of governors' excellent budget management.

## Safeguarding

- The arrangements for safeguarding are effective. The system to ensure that all adults in the school are safe to work with children is robust. When appropriate, leaders work with external agencies to ensure that vulnerable pupils receive the support that they need.
- Staff are clear about the procedures that they must follow if they have concerns about a pupil. Staff and governors receive relevant training on safeguarding. This means that they can recognise the signs and symptoms of abuse. For example, they are alert to the signs of radical and extremist views because they receive regular training updates on this aspect of safeguarding.
- Leaders and governors are committed to ensuring that pupils are safe on the busy roads around school. For example, leaders are highly visible outside school as pupils arrive in the morning. Governors have been relentless in their pursuit of additional road safety measures to ensure the safety of pupils as they make the journey to and from school.
- Pupils feel safe in school. They explained to inspectors that there is an adult in school they can talk to if they have any worries or concerns.

## Quality of teaching, learning and assessment

## Outstanding

- Teachers have exceptionally high expectations of what pupils can achieve. They are ambitious for pupils and determined that pupils will do well, irrespective of their prior attainment. As a result, teachers challenge pupils as a matter of routine and pupils make excellent progress from their starting points.
- Teachers' assessment of pupils' learning is extremely accurate. This is because leaders have embedded highly effective systems of assessment across the school. Teachers use sharp assessment information to plan learning that consolidates pupils' prior learning, strengthens their understanding and extends their thinking.
- Highly respectful and supportive relationships between staff and pupils ensure that pupils are confident to ask teachers for help. Teachers' use of precise assessment information means that they are quick to identify pupils who are falling behind. Staff provide additional help and support to ensure that they fill any gaps in pupils' learning. This allows pupils to catch up quickly with their peers.
- Teachers benefit from being able to share good practice with their colleagues across the trust. As a result, they have a strong understanding of their subjects. This means they are confident to adapt activities during learning. Pupils are able to move on quickly or, when appropriate, they have enough time to deepen their understanding of difficult concepts.
- Pupils are highly motivated learners. They happily grapple with difficult concepts, determined to learn how they can improve their work. This is particularly evident in mathematics, where pupils show determination and, for example, confidently apply their knowledge of the area of a circle to more complex problems.

- Teachers check on pupils' learning during lessons in order to provide further help and support for pupils. They routinely reshape their explanations and questioning. This allows pupils to overcome misconceptions.
- Teachers support pupils to develop their ability to explain their thinking. Teachers' use of skilful questioning ensures that pupils articulate their rationale for choosing a particular approach. This also contributes positively to pupils' oracy and literacy skills.
- Leaders have focused on developing pupils' literacy skills and built in many opportunities for them to develop these skills across the curriculum. For example, pupils regularly produce extended pieces of writing in history and religious education.
- Generally, high-quality teaching allows pupils to make exceptional rates of progress across the curriculum. Nonetheless, some teachers are still refining their teaching. This is because they are new to the profession. Rigorous monitoring of teaching by leaders ensures that highly effective support is provided for these staff. Consequently, teaching in these areas is developing quickly.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. This is because leaders have embedded the 'STAR' values across the school. These values are service, teamwork, ambition and respect.
- Through the 'STAR' values, pupils learn about the importance of service by volunteering in their local community. For example, pupils assist regularly at a local centre for the homeless where they help to distribute food. Pupils also enjoy working as a team to raise money for charity. For instance, pupils held charity events in order to buy Christmas presents for children at a local hospital.
- Pupils are confident learners. For example, they explain articulately the methods they use in mathematics. Pupils take pride in their work. They are determined to overcome any misconceptions and are highly motivated to learn how they can improve.
- Pupils have plenty of opportunities to develop their leadership capabilities. They value the opportunity to be a library leader, sports captain or a representative on the pupil shurra. Pupils explained to inspectors how their involvement on the pupil shurra helps to shape decision-making at the school. Library leaders help staff to invest in appropriate texts that they know will capture the interest of other pupils.
- Leaders provide a range of enrichment activities to foster pupils' personal development. These include drama and science club, boxing, visits to theatres and art galleries, as well as residential trips to Barcelona and Paris. This broad variety of experiences helps leaders and staff prepare pupils well for life in modern Britain.
- Pupils report that they feel safe and happy at school and that there are adults in school they can approach if they have any concerns or worries. Incidents of bullying are rare. Pupils are confident that teachers will deal with bullying effectively. Neither staff nor pupils tolerate derogatory language. School behaviour records show that pupils seldom experience either racist or homophobic language.

- Pupils learn how to keep themselves safe. As part of the personal, social, and health education curriculum, pupils learn how to stay safe on the internet, including in relation to the dangers of radicalisation and extreme views. Leaders and governors also ensure that pupils learn about how to stay safe on the busy roads outside of the school.
- Pupils speak confidently about their ambitions for the future and they are clear about how they will achieve these. This is because leaders ensure that pupils benefit from appropriate information and guidance. For example, pupils in Year 10 recently attended a careers event where they were able to speak to professionals from a broad variety of sectors including finance, medicine, law and architecture. Pupils were able to discuss relevant qualifications and the pathways that had led these professionals to their current positions.

## Behaviour

- The behaviour of pupils is outstanding. A culture of high expectations permeates every aspect of school life. Pupils move around the school in a calm and orderly manner. Their conduct around school is faultless. Pupils are friendly, polite and helpful. They value the merits they receive for positive behaviour.
- Pupils' attendance is impeccable. Very few pupils are regularly absent from school. Rates of attendance are equally impressive for disadvantaged pupils. This is because pupils enjoy school. Leaders ensure that pupils receive high-quality pastoral support. They work with parents and pupils to ensure that those pupils who need help with their attendance receive carefully tailored support.
- Leaders have ensured that pupils are clear about what staff expect of them. This means that pupils are punctual to their lessons and they arrive with the correct equipment. Low-level disruption during learning is extremely rare. Consequently, no learning time is wasted.
- Although low-level disruption is very rare, there are some occasions where staff use the behaviour systems to ensure that pupils' behaviour conforms to the school's high standards. Leaders are meticulous in their analysis of pupils' behaviour information. As a result, the very small number of pupils who struggle to manage their behaviour receive highly effective support. There have been no permanent exclusions since the school opened. The proportion of pupils who are excluded from school for a fixed period is well below the national average.

## Outcomes for pupils

## Outstanding

- Having only opened in September 2015, the school has no published outcomes data to date. However, it is indisputably clear that current pupils make consistently strong progress from their starting points across different subjects and year groups. This is because teachers have extremely high expectations of what pupils can achieve and they use highly accurate assessment information to plan learning. The work in pupils' books shows that current pupils' rates of progress in English, mathematics and Arabic are exceptional.
- Leaders' analytical approach ensures that their overview of pupils' progress is extremely accurate. Leaders are highly aware of the rates of progress made by groups of pupils. Disadvantaged pupils and those pupils who have SEN and/or disabilities

achieve equally as well as their peers in school. As a result of leaders' carefully targeted support, those pupils who speak English as an additional language make faster rates of progress than other pupils in school.

- The school's meticulous approach to assessing pupils' progress means that teachers are able to identify swiftly those pupils who fall behind. Teachers accurately pinpoint the gaps in pupils' learning. Pupils who fall behind in their learning receive the help and support that they need to keep up with their peers. For example, where appropriate, leaders ensure that pupils receive additional, effective support with their reading.
- Pupils know their reading age. The ambitious culture of the school means that pupils strive to ensure their reading age is higher than their actual age. Pupils are avid readers: they speak with enthusiasm about the books they read. Pupils carry a book with them at all times. The library is a well-used resource. Leaders have invested in texts that cater for pupils' needs and capture their interests. The library, run by pupils, is a bright and lively area in school that almost all pupils value and enjoy.
- Rates of pupils' progress are exceptionally strong in most subjects. However, there are some subjects where, although pupils' progress is strong, it is less impressive. This is particularly the case in science and French. Leaders have taken swift action to accelerate progress in these subjects.
- Leaders promote very high aspirations for all pupils, irrespective of their background or prior attainment. Pupils are clear about their plans for the future. They are excited about the next stage of their education and they aim high. Leaders ensure that pupils receive effective guidance on careers and the next stage in their learning. This means that pupils understand the value of an excellent education and the wealth of opportunities it can open up.



## School details

Unique reference number	141971
Local authority	Lancashire
Inspection number	10046384

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 18
Gender of pupils	Boys
Number of pupils on the school roll	390
Appropriate authority	Tauheedul Education Trust
Chair	Imraan Patel
Principal	Alyson Middlemass
Telephone number	01772 926000
Website	<a href="http://www.edenboyspreston.com">www.edenboyspreston.com</a>
Email address	<a href="mailto:info@edenboyspreston.tetrust.org">info@edenboyspreston.tetrust.org</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school opened in September 2015 and subsequently, in August 2016, moved into its permanent accommodation, a completely refurbished building. The school still shares some of its accommodation with a nearby primary school. This arrangement is likely to continue until September 2019.
- The school is sponsored through Tauheedul Education Trust and the Tauheedul board of trustees oversee the school. The board of trustees delegates powers to a local governing body.
- The school is smaller in size than the national average and currently has pupils on roll in four year groups. There are 121 pupils in Year 7, 120 pupils in Year 8, 94 pupils in Year 9 and 55 pupils in Year 10. Over time, the school will grow to the full secondary age range, with a sixth form due to open in September 2019.
- The school is open to boys from the Muslim faith, but this is not exclusive, and boys from other faiths or no faith may be admitted.

- Most pupils are from Indian or Pakistani heritages. Almost four fifths of pupils speak English as an additional language, which is well above the national average.
- The proportion of disadvantaged pupils is broadly in line with the national average. The proportion of pupils who have SEN and/or disabilities is below the national average.

## Information about this inspection

- During this inspection, inspectors observed learning across subjects and year groups. Some observations of learning were carried out jointly with senior leaders.
- Inspectors, alongside senior leaders, checked on pupils' written work in English, mathematics, science, history and Arabic.
- Meetings were held with the principal, other senior leaders, a group of subject leaders, a group of teachers and a group of pastoral leaders.
- An inspector met with six members of the local governing body, including the chair of the governing body. She also met with three representatives from Tauheedul Education Trust.
- Inspectors met formally with groups of pupils from all year groups. Inspectors also spoke with pupils during social times.
- Inspectors observed pupils' behaviour during lesson changeovers, at breaks and lunchtimes and at the end of the school day.
- Inspectors took into account 86 responses to Ofsted's online questionnaire, Parent View, including 74 written responses from parents.
- Inspectors considered 25 responses to Ofsted's staff survey, as well as two responses to the pupil survey.
- A range of documentation was considered by inspectors, including leaders' self-evaluation, the annual operating statement for the current academic year, external reports and the school's arrangements for keeping pupils safe.

## Inspection team

Emma Gregory, lead inspector	Her Majesty's Inspector
Dympna Woods	Ofsted Inspector
Philip Wood	Ofsted Inspector

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