

Inspection of Eden Boys' Leadership Academy, Birmingham East

441 Alum Rock Road, Birmingham, West Midlands B8 3DT

Inspection dates: 18 and 19 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils benefit from an exceptional education at Eden Boys' Leadership Academy. Leaders and teachers share strong school values of service, teamwork, ambition and respect. These are woven throughout the school. Staff and pupils live out these values every day. A mutually respectful ethos permeates the school. Pupils are taught how to keep themselves safe.

All staff share the desire to improve pupils' life chances, and they work tirelessly to do so. They are highly successful in doing so. Staff prepare pupils to become leaders of the future. Pupils eagerly rise to the opportunities provided.

Pupils achieve impressive outcomes, including those from disadvantaged backgrounds and pupils with special educational needs and/or disabilities (SEND). Teachers focus on those who need additional support in their learning. This helps to ensure that everyone achieves well.

Pupils' behaviour is exemplary. Pupils move calmly and quickly around the site. In lessons, pupils happily meet their teachers' very high expectations. They concentrate hard. They complete challenging work. Pupils understand the importance of their academic work. They thrive in a wonderful working environment. Pupils reported that almost no bullying takes place. On the isolated occasions when it does happen, leaders deal with it promptly.

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

Inspirational multi-academy trust leaders and senior leaders ensure that all pupils are given the opportunity to succeed. Leadership is exceptional at all levels. Teaching and support staff all buy into the ethos of the school. The training that teachers receive is exemplary.

Across the school, pupils receive an excellent education. They learn an ambitious academic curriculum. Leaders and staff have given careful thought to what pupils should learn. Learning in all subjects is carefully sequenced and planned. Teachers are passionate about their subjects.

Pupils take great care when completing their work. Teachers use assessment well to check that pupils have understood everything they have been taught. They adjust their teaching skilfully to address any gaps in knowledge. This helps pupils to make strong progress. Teachers check that pupils are using the correct terminology in each subject. They ensure that pupils build their knowledge over time. Pupils understand how different concepts fit together.

Reading is a high priority across the school. Teachers tell pupils about subject-specific texts that will develop their understanding. Reading for pleasure is encouraged. For instance, pupils read ambitious texts during tutor time, such as 'A

Tale of Two Cities' by Charles Dickens. Those who are behind in reading are supported and rapidly improve.

Pupils' positive behaviour plays a very strong part in supporting their learning. Pupils spoken to explained that behaving respectfully and politely is vital for their future success. Teachers manage behaviour with calm authority. Pupils' attitudes to learning are extremely impressive.

There are a wide range of personal development opportunities available for pupils. Leaders plan these very well, and pupils take these up enthusiastically. Islamic values are woven together with British values. Pupils are both proud of their country and proud of their faith. Staff and pupils share a culture of service. They demonstrate this in various ways, including by pupils volunteering at the school's food bank.

Leaders prioritise pupils' moral and spiritual development. The development of pupils' faith helps them to become tolerant, respectful, outward-looking citizens.

There are a wide range of opportunities to take part in extra-curricular activities. Many pupils take up these opportunities. Pupil leadership is developed, for example through the elected student council and prefect positions.

All pupils receive a valuable careers education. This starts from their first year in school. They learn about different career options and gain experience of apprenticeships and universities. They are supported to make applications for sixth-form places when they leave the school. All pupils are encouraged to be ambitious in their plans for the future.

Pupils with SEND receive exceptional support. All teachers understand what they need to do to offer targeted help in lessons. Pupils with SEND follow the same ambitious curriculum as their peers. Teachers skilfully adapt the approach they take to ensure pupils can succeed.

Safeguarding

The arrangements for safeguarding are effective.

Staff prioritise the safeguarding of pupils. Staff know how to spot the signs of potential abuse. They raise any concerns, no matter how small. Leaders respond quickly to these so pupils are helped when help is needed.

Leaders liaise with external agencies where necessary. The school has good links with the local police force. Leaders are aware of specific risks in the local community. They work proactively to address these. Pupils learn about the risks they may face and how to respond to these effectively. They learn how to maintain and improve their physical and mental health.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145878
Local authority	Birmingham
Inspection number	10256824
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	608
Appropriate authority	Board of trustees
Chair of trust	Kamruddin Kothia OBE, DL
Chair of governors	Shirley Gornall
Principal	Akhmed Hussain
Website	www.edenboysbirminghameast.com
Date of previous inspection	Not previously inspected

Information about this school

- The school opened in 2018 and moved to its current site in 2021.
- The school is part of Star Academies Multi-Academy Trust.
- This school has an Islamic ethos and welcomes pupils of all faiths and none.
- The school does not use alternative provision for any of its pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in mathematics, geography, history and languages. For each of these subjects, inspectors met with subject leaders, carried out visits to lessons, spoke to pupils and scrutinised their work.
- Inspectors also visited lessons in other curriculum areas.
- Inspectors met with members of staff undertaking different roles in the school, including support staff, teaching staff and leaders.
- Pupils were spoken to in formal meetings and also informally as they went about their day.
- Inspectors considered the views of staff, pupils and parents who responded to the Ofsted surveys.
- Discussions were held with the principal, the trust regional director, the trust chief executive and members of the governing body.
- Bullying, attendance, punctuality and safeguarding records were carefully considered.
- Inspectors observed pupils' departure from school, tutor time, breaktime and lunchtime.

Inspection team

Thomas Walton, lead inspector	Ofsted Inspector
Gwen Onyon	Ofsted Inspector
David Hermitt	Ofsted Inspector

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