

# Inspection of an outstanding school: Eden Boys' School Bolton

Wolfenden Street, Bolton, Greater Manchester BL1 3QE

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Inspection dates:

3 and 4 July 2023

## **Outcome**

Eden Boys' School Bolton continues to be an outstanding school.

## **What is it like to attend this school?**

Pupils consider it a privilege to attend Eden Boys' School Bolton. They recognise that they receive a high-quality education. Pupils said that the wider opportunities that leaders provide help them to mature as individuals. Pupils flourish in this school.

Pupils are happy in school. They value the strong friendships that they make. Pupils develop positive relationships with their teachers. This helps them to feel safe from bullying. If it occurs, leaders deal with it swiftly and decisively.

Leaders place no limits on what pupils, including those with special educational needs and/or disabilities (SEND), can achieve. Leaders are deeply committed to ensuring that pupils have the highest aspirations for themselves. Leaders provide an education which successfully equips pupils to fulfil those aspirations.

Pupils have incredibly positive attitudes towards their learning. They trust that their teachers will help them to achieve well. This motivates pupils to work hard and to conduct themselves in line with leaders' high expectations.

Pupils strive to serve their local community. They develop a strong sense of responsibility towards improving the lives of others. Pupils spoke with pride about participating in activities such as raising money for charity and litter picking in the local area.

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

Leaders are committed to providing a high-quality education that addresses social disadvantage. They have ensured that almost all pupils study the English Baccalaureate suite of subjects. Leaders enrich pupils' educational experience through carefully chosen trips and visits. Pupils spoke enthusiastically about how these experiences helped to bring the curriculum to life.

Leaders have thought carefully about how to structure the curriculum to ensure that pupils access a broad range of subjects. Pupils take examinations in a very small number of subjects at the end of Year 10. They achieve highly in these. However, leaders recognise that some pupils may want to take their studies of these subjects further. Leaders provide opportunities for pupils to continue their learning so that they are well-equipped to study these subjects in key stage 5.

Subject leaders have meticulously identified the precise information that pupils need to know and remember. Expert teachers explain new concepts clearly. They skilfully link new learning to what pupils already know. Teachers frequently check for gaps in pupils' knowledge and take action to address them. Pupils build a rich body of knowledge in each subject. They achieve very highly.

Leaders swiftly identify the needs of pupils with SEND. Leaders ensure that these pupils receive the support that they need to access all aspects of school life. Teachers use highly effective strategies to help pupils with SEND to access the same curriculum as their peers. Pupils with SEND thrive.

Leaders have given reading the highest priority. The school library is a hive of activity. Pupils value reading. Leaders have a robust process for identifying any pupils who might struggle with their reading knowledge. Well-trained staff work with these pupils and help them to learn to read more confidently and fluently.

The school is an oasis of calm. Pupils' sensible behaviour ensures that learning is seldom disrupted. They are respectful of, and attentive towards, staff and each other.

Leaders have thought carefully about how to foster pupils' personal development. Pupils learn all that they need to become well-informed individuals. For example, they learn about democracy and healthy relationships. Pupils embrace leadership opportunities such as representing their peers on the student council. They are exceptionally well-prepared to take their place in modern Britain.

Pupils benefit from a strong careers programme. They receive the independent advice that they need to make aspirational choices about their next steps in education or employment.

Trustees and governors are rightly proud of the school, but they are not complacent. They work closely with leaders to continually refine the quality of education that they provide.

Leaders have cultivated a collaborative environment where professional development is highly valued. Staff feel well supported and are immensely proud to work at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture of vigilance in which pupils' safety is their highest priority. Staff are well-trained to identify pupils who may be at risk of harm. Staff know how to

swiftly alert leaders to any concerns. Leaders carefully monitor vulnerable pupils, meeting frequently to discuss their well-being. Leaders engage with external agencies to ensure that vulnerable pupils quickly get the support that they need.

Leaders educate pupils about how to keep themselves safe, including looking after their mental health. Leaders provide timely reminders about personal safety. For example, before the school holidays, pupils learn about staying safe in the local community.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in May 2017.

## 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

<b>Unique reference number</b>	140959
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10268006
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in sixth-form provision</b>	No pupils currently in sixth-form provision
<b>Number of pupils on the school roll</b>	622
<b>Of which, number on roll in the sixth form</b>	0
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Kamruddin Kothia
<b>Principal</b>	Sue Gill-Daintith
<b>Website</b>	<a href="http://www.edenboysbolton.com">www.edenboysbolton.com</a>
<b>Date of previous inspection</b>	23 and 24 May 2017, under section 5 of the Education Act 2005

## Information about this school

- This school is part of Star Academies.
- The school sixth form is not currently open.
- Leaders do not make use of any alternative provision for pupils.
- The school welcomes pupils from the Muslim faith and pupils from other faiths as well as those with no faith.
- 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

- 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 spoke with the principal and other leaders.
- An inspector spoke with a representative of the trust and the local governing body.
- Inspectors completed deep dives in these subjects: mathematics, English and modern foreign languages. They met with subject leaders, visited lessons, reviewed pupils' work and spoke with staff and pupils.
- Inspectors checked the school's safeguarding policies and procedures, including the school's single central record. They met with leaders, staff and pupils to check on the effectiveness of safeguarding in the school.
- There were no pupils from Year 10 and Year 11 in school during the inspection. Inspectors met with pupils from Years 7 to 9 to ask about their experience of school. They considered the responses from pupils to an Ofsted survey.
- Inspectors met with groups of staff. They considered responses from staff to an Ofsted survey.
- Inspectors considered the responses to Ofsted Parent View, Ofsted's online survey, including the free-text responses.
- Inspectors scrutinised a wide range of documents, including behaviour and attendance records and self-evaluation documents.

## Inspection team

Sally Rix, lead inspector

His Majesty's Inspector

Derek Yarwood

Ofsted Inspector

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