

Inspection of an outstanding school: Eden Boys' School, Preston

Adelaide Street, Preston, Lancashire PR1 4BD

Inspection dates: 15 and 16 May 2024

Outcome

Eden Boys' School, Preston continues to be an outstanding school.

The principal of this school is Nafisa Patel. This school is part of Star Academies multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sir Mufti Hamid Patel CBE, and overseen by a board of trustees, chaired by Kamruddin Kothia OBE DL.

What is it like to attend this school?

Pupils flourish in this calm and welcoming haven of learning. During lessons and at social time, pupils' behaviour is excellent. They display high levels of respect towards staff and to each other. Pupils and staff foster an impressively strong sense of common purpose. They are united in their aim for each member of the school community to be the best that they can be.

The school sets exceptionally high standards for pupils' achievement. Pupils rise to this challenge, producing work of an impressive quality. They value the support of highly knowledgeable teachers who encourage pupils, including those with special educational needs and/or disabilities (SEND), to reach ambitious goals. As a result, pupils achieve highly across the curriculum and are well prepared for their next steps of learning.

The school's work to develop pupils' character is exemplary. Pupils are committed to their learning. They tackle challenges with resilience and fortitude. Their care and compassion extend beyond the school gates. For example, pupils undertake voluntary work and raise funds for charities in the local community and beyond. Members of the school council, or 'Shuraa', provide guidance and support for their peers. They also ensure that the school regularly considers pupils' views.

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

The school has a clear vision to equip pupils, particularly those who are disadvantaged, with the broad range of knowledge needed to be successful citizens of modern Britain. It

works closely with local governors and with the trust to ensure that it provides an education of exceptional quality and richness.

The school has designed an ambitious curriculum that clearly identifies the important knowledge and vocabulary that pupils should know. It has broken this knowledge down into small steps that enable pupils to confidently develop their understanding over time. Teachers ensure that pupils regularly revisit prior learning so that they remember all that they should.

Teachers benefit from extensive training and coaching. They develop a high level of expertise. This makes them adept at delivering effective learning, including adapting learning to meet the additional needs of pupils with SEND. The school ensures that teachers have regular opportunities to work collaboratively. As well as reducing teachers' workload, this approach also ensures a high level of consistency within each subject. As a result, pupils benefit from the most impactful strategies to develop their understanding.

Teachers routinely and expertly assess pupils' learning. They systematically uncover and address any misconceptions before these become embedded in pupils' memory. Pupils fully participate in learning and are confident to share their ideas. They value feedback from teachers and from their peers that helps them to identify and correct any mistakes.

The school places a high priority on developing pupils' literacy and oracy skills, helping pupils to learn how to speak with clarity and confidence. Staff foster pupils' reading well, for example by sharing an impressive assortment of engaging texts during morning reading sessions. The school regularly checks how well pupils read. Pupils identified as struggling in reading receive swift and effective support to catch up.

The school uses a range of information to accurately identify pupils with SEND. Staff take appropriate action to ensure that these pupils benefit from every aspect of the school's rich offer.

Pupils thrive in the calm and focused learning environment. They value their learning, as well as spending time with their friends. The school has high expectations for pupils' attendance. Staff work closely with parents and carers to offer suitable support for pupils who do not attend as regularly as they should. This work has a strong and demonstrable impact. Most pupils have high levels of attendance.

The school has carefully curated an inspiring programme to broaden pupils' social and cultural experiences. It provides pupils with a plethora of opportunities that broaden their horizons such as visiting universities, theatres and elite sports fixtures. The school provides a comprehensive programme of careers information and guidance, including encounters with local and national employers. Pupils are equipped to make informed and aspirational choices for their next steps.

Safeguarding

The arrangements for safeguarding are effective.

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 the school to be outstanding in May 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141971
Local authority	Lancashire
Inspection number	10321446
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	615
Appropriate authority	Board of trustees
Chair of trust	Kamruddin Kothia OBE DL
CEO of the trust	Sir Mufti Hamid Patel CBE
Principal	Nafisa Patel
Website	www.edenboyspreston.com
Dates of previous inspection	2 and 3 May 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of Star Academies multi-academy trust.
- The school does not use alternative provision for pupils.
- The school has an Islamic ethos and welcomes pupils of all faiths and none.
- The school's last section 48 inspection, for schools of a religious character, took place in March 2018. The next section 48 inspection is likely to take place within the next 12 months.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 11 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic

began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with leaders, including the principal, and a range of staff. The lead inspector spoke with representatives of the local governing body and of the trust board, including the CEO.
- The lead inspector met with a representative of the local authority.
- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation documents, improvement plans and minutes of local governing body meetings. Inspectors also reviewed records of pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors spoke with pupils about their experiences of school and their views on behaviour and bullying. They observed pupils' behaviour during lessons and at social times.
- Inspectors carried out deep dives in English, mathematics and physical education. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and with pupils and looked at samples of pupils' work.
- Inspectors reviewed the curriculum in a small number of additional subjects.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Charlotte Oles, lead inspector

His Majesty's Inspector

Jackie Cahalin

Ofsted Inspector

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