

Inspection of Eden Boys' Leadership Academy, Bradford

Syedna Way, Bradford, West Yorkshire BD8 9AR

Inspection dates: 27 and 28 February 2024

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

The principal of this school is Robina Naznine. This school is part of Star Academies, a 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 learn a high-quality curriculum with great academic ambition. It is inclusive to all pupils. They achieve extremely well. The school emphasises a commitment to service, teamwork, ambition and respect. These values underpin the school's effectiveness in developing pupils' character and positive attributes. Pupils are very well mannered and diligent in their learning. They are happy, feel safe and are proud of their school.

All pupils receive support to achieve qualifications that will help them in their next steps in education or training. This ambition is unwavering in providing opportunities for all pupils, regardless of their background. Pupils with special educational needs and/or disabilities (SEND) particularly benefit from this inclusive and ambitious approach. Pupils are very well informed about potential future careers. They are well prepared for their next steps in employment or training.

Pupils follow a programme of personal development that prepares them exceptionally well for life beyond school. They benefit from many opportunities to develop leadership skills and to build character. Pupils are proud of their community work and charity contributions. They have raised over £45,000 through charitable work. Pupils have also distributed 600 food and gift hampers and undertaken many hours of voluntary work in the local community.

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

Leaders have designed and implemented a curriculum with a strong academic core. Throughout key stage 3, there is increasing complexity in what pupils are expected to know. Teachers carefully check pupils' starting points. Teachers then build on what pupils know and understand. Pupils are very well prepared for the next steps in their learning. At key stage 4, almost all pupils study the English Baccalaureate suite of subjects. Along with the core subjects, most pupils choose to study either history or geography and Arabic or French.

The curriculum is impressive in the way that it helps pupils to understand their locality and broadens their horizons. For example, in geography, pupils study local regeneration in Bradford. Later, they consider the reasons for global development gaps by studying Vietnam. In English, pupils learn from a rich range of texts that challenge them to consider a wide range of cultural perspectives. Pupils, including the most disadvantaged, achieve equally high standards across the curriculum.

The school has established a very positive culture of reading. Pupils speak confidently and knowledgeably about a range of texts, poetry and genres. Some pupils require additional help to improve their reading. These pupils receive timely and valuable additional support. They catch up quickly with their reading.

Pupils are ambitious for themselves and for what they can contribute to others. They understand that success in education can open doors. Staff nurture these

aspirations. Well-timed and appropriate careers advice builds pupils' secure knowledge of the world of work. The school supports pupils to come into contact with a wide range of employers and higher education providers. All pupils undertake work experience.

Pupils' excellent behaviour and conduct throughout the school are typified at lunchtime. Pupils dine together sociably and with excellent manners. Pupil leaders support their peers at lunchtime and in many other aspects of school life, such as daily prayers.

The moral and social values expressed by pupils are a particular strength. This is facilitated by a highly effective programme of personal development. Pupils have a well-developed understanding of key concepts, such as individual liberty, mutual respect and tolerance. They know about many faiths, not just their own. Pupils connect with pupils in schools of different faiths and they hold multi-faith events.

Staff are incredibly proud to work at the school. They share a strong sense of commitment to the core values. Staff are keen to make a difference to pupils. They appreciate leaders' support to manage their workload and well-being. Leadership from the trust provides staff at all levels with high-quality professional development. Teachers at an early stage in their career are particularly well supported.

Governors have a shared sense of moral purpose, alongside a good understanding of their statutory duties. They know the community extremely well. Governors provide a valuable link between the trust, school leaders and the community.

Safeguarding

The arrangements for safeguarding are effective.

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	147204
Local authority	Bradford
Inspection number	10297470
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 19
Gender of pupils	Boys
Number of pupils on the school roll	614
Appropriate authority	Board of trustees
Chair of trust	Kamruddin Kothia OBE DL
CEO of trust	Sir Mufti Hamid Patel CBE
Principal	Robina Naznine
Website	www.edenboysbradford.com
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Star Academies, a multi-academy trust. The school opened on 2 September 2019.
- The first pupils to take GCSE examinations will do so in the summer of 2024.
- The school uses no alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical qualifications and apprenticeships.

Information about this inspection

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

- Inspections are a point-in-time judgment about the quality of a school's education provision.

- This was the first routine inspection the school had 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 the principal, other senior leaders, middle leaders and a range of teachers and staff. The lead inspector met with trust leaders and members of the local governing body. The lead inspector spoke over the phone with the CEO of the trust.
- Inspectors carried out deep dives in English, mathematics, geography and physical education. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work. Inspectors visited lessons and looked at pupils' work in a number of additional subjects.
- 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 studied a variety of documents. These included minutes of governing body meetings, pupil attendance information, safeguarding records and support plans for pupils with SEND.
- The lead inspector considered the responses to Ofsted's online surveys for staff and pupils. Inspectors considered the views of parents and carers through Ofsted's online survey, Ofsted Parent View.

Inspection team

Carl Sugden, lead inspector	Ofsted Inspector
Jayne Gaunt	Ofsted Inspector
James Franklin-Smith	Ofsted Inspector
Rebekah Ramsden	Ofsted Inspector

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