

EDEN BOYS' SCHOOL, PRESTON

Inspection Report

Local authority: Lancashire
Inspected under the auspices of: AMS UK
Inspection dates: 20 March 2018
Lead inspector: Yusuf Seedat

This inspection of the school was carried out under section 48 of the Education Act 2005.

Type of school	Secondary and sixth form
School category	Free Academy
Age range of pupils	11-18
Gender of pupils	Boys
Number on roll	391
Appropriate authority	The Governing Body
Chair	Mr Imraan Patel
Headteacher	Miss Alyson Middlemass
Date of previous school inspection	Not previously inspected
Address	Universal House Adelaide Street Preston PR1 4BD
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School website	www.edenboyspreston.com

Introduction

Inspection team

Lead Inspector: Yusuf Seedat

Team Inspectors: Mona Mohamed and Wasim Riaz

This inspection was carried out by a team of three inspectors. They visited lessons or parts of lessons including observing registration, *salah*, break time and lunch time. They held meetings with the senior leadership team, staff, parents, one of the experienced governor and groups of pupils. Inspectors observed the school's work and looked at a range of documentation, including pupil's written work, planning of the Religious Education (RE) and Personal, Social, Health, Education (PSHE) curriculum, various school self-evaluation documents, the Tauheedul Education Trust's Faith Ethos Self-evaluation audit and parent questionnaires. In accordance with the Section 48 protocol that exists between the Department for Education (DfE) and the Association of Muslim Schools UK (AMS UK), the lead inspector reviewed the DfE's audits. The school has not yet been inspected by Ofsted.

The inspection team looked at the following in detail:

- The religious education (RE) curriculum
- The progress pupils make in RE
- The quality of teaching in RE
- Leadership and management for RE
- Spiritual, moral, social and cultural development (SMSC), including collective worship.

Information about the school

Eden Boys' School, Preston opened in September 2015 and relocated to a permanent site in September 2016, a refurbished building, on Adelaide Street, off London Road. The school is situated in the PR1 area of Preston and many of its pupils come from this area which are identified in the 2015 IMD as having at least one socio-economic indicators indicative of higher levels of deprivation.

Eden Boys' School, Preston, is a member of the Tauheedul Education Trust (TET) Multi-Academy Trust and has adopted and adheres to the 'Outstanding' TET blueprint as the fundamental part of its policies and practices

Eden Boys' School was granted 'open status' as an 11-19 boys single-sex designated school in June 2015 and opened in September 2015. The school currently has four year groups on roll, years 7, 8, 9 and 10. By September 2020, the school will have classes in each year group from 7-13. The specialism designation of the school is leadership.

Inspection judgments

Overall effectiveness	1
The achievement of pupils in their religious education.	1
The quality of teaching and learning.	1
The effectiveness of leadership and management of religious education, including the role of the school's governing body in RE.	1
The extent to which the religious education curriculum meets pupils' needs.	1
The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship.	1

Overall effectiveness:

Considering Eden Boys opened in September 2015, the leadership and management - including governors - with the support from Tauheedul Education Trust, has quickly established itself to ensure the whole school focus diligently meets the aims of the school *to promote a culture of educational excellence, from within a caring and secure Islamic environment, enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.*"

As with all TET schools, leaders have strategically ensured that Faith, Values and Ethos transcend the school, resulting in meeting its aim of academic excellence and preparing students to be future leaders.

The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including pupils with special educational needs and/or disability. Best practice is spread effectively in a drive for continuous improvement

The whole curriculum, especially RE and PSHE, moulds students into good citizens with a sense of responsibility for their actions. It gives students a practical and successful understanding of their religious and social rights and empowers students with the necessary skills and abilities to play a full and inclusive role within society. Students are taught to explore their identity as members of the local community, British citizens and part of a global humanity and people of faith.

Teaching is outstanding and together with a rich and relevant RE curriculum, contributes to outstanding learning and achievement. There is a positive climate for learning.

Scrutiny of pupils' books shows very good learning and progress, with deepening understanding over time and pupils demonstrating clear understanding in their responses

to tasks. Evidence seen shows pupils are articulate and confident individuals who evaluate a wide range of beliefs and values and are ready to share their thoughts on a range of issues and are therefore well prepared for the next stage of their education.

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community and develop a sense of responsibility to be active British Muslim citizens contributing to the local, national and global communities.

In partnership with the Police, as part of the PREVENT strategy, the school delivers WRAP (Workshop to Raise Awareness of Prevent) training to all staff on an annual basis. All senior leaders have received additional training on extremism delivered by Blackburn with Darwen Borough Council's PREVENT team.

Pupils are taught to understand danger, prevent risk, stay safe and recognise the risks and impact of extremism and its impact on UK society. Pupils are required to evaluate whether or not religion is the cause of extremism and identify ways they can challenge extreme views in the UK.

The school provides a development programme of positive character through the '*Hadeeth of the Week*' messages. Staff are provided with ideas and materials to help their classes take advantage of the learning from these *Hadeeths*. Through this, staff also develop their thinking about key messages in Islam. These carefully selected and planned *Hadeeth* (reflection) of the week promote universal human values and good character, applicable to all faiths and none. Pupils said that they enjoy the *Hadeeth* of the week and its impact of helping them to develop their faith identity.

The school has established strong links with local mosques within the vicinity of the school, identifying and valuing the role they play in nurturing a pupil's spiritual mind in addition to supporting initiatives undertaken in school. About 90% of learners attend Madrasah in the evening and are enrolled onto Islamic learning programmes at those establishments. Forty percent of Eden Boys' students have embarked on the *Hifz* programme of which 23 students have completed their *Hifz*. Provision is made for boys who would like some quiet time to recite and memorise their Qu'ran in the mornings and at lunch-times. Students who have become *Hufaaz* and those who are becoming *Hafiz* complete a Qu'ran every Friday between them. This provision further enhances spirituality and memorisation capacity of the students. The extraordinary aptitude of memorisation developed in the students further contributes to academic excellence.

What does the school need to do to improve further?

- Ensure the current outstanding progress is reflected in attainment of outstanding GCSE results in RE and Arabic.
- Ensure that the school provides more RE resources for the library.

The achievement of pupils at the school in their religious education is outstanding because:

The standards of attainment of almost all groups of pupils are likely to be high in relation to their potential with many pupils attaining above this.

The achievement and progress over time of pupils in RE are outstanding because pupils achieve exceptionally well, given their starting points. Performance information from current externally-set mock examinations shows that pupils in Year 10 are on track to achieve 82% 9-5 with 40% 9-7. This would give a Progress 8 Value Added of +0.47 which is significantly positive representing outstanding progress. All assessment data is externally monitored. This level of progress is reflected in all the years.

Teaching is strongly supported by excellent assessment systems which ensure that all pupils' progress is very carefully monitored and swift action is taken when it is identified that extra support is needed. As a result, pupils make outstanding progress.

Pupils develop and apply a wide range of skills to great effect, including reading, writing and understanding, together with an ability to formulate and communicate their ideas verbally and in writing across the RE curriculum so as to ensure that they are exceptionally well prepared for the next stage in their education, training or employment.

The quality of teaching and assessment in the school is outstanding because:

Much of the teaching in all key stages and most subjects including RE is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including pupils with special educational needs and/or disabilities and for whom the pupil premium provides support, are making rapid and sustained progress.

Leaders in RE have implemented the Trust's highly successful teaching methodology suited to the needs of all groups of pupils, including the disadvantaged, the most able and those who have special educational needs and/or disabilities. Teachers have high expectations of pupils whatever their prior attainment.

The leader responsible for teaching and learning including RE makes sure that teachers are highly effective. Collectively, they ensure that teachers fully implement the school's teaching and learning policy in relation to RE so that it is consistently applied.

Teachers draw upon their strong subject knowledge so that pupils develop a love of learning in RE. Teachers use probing questions to challenge pupils to reconsider ideas in an environment where pupils respect each other's views. Pupils are encouraged to debate and discuss a range of issues, encouraging independent thought and reasoning. They are receptive and proactive in their own learning.

The school's culture of aspiration and ambition are clearly demonstrated in classes. Teachers of RE, PSHE, and Arabic are aspirational for their pupils and set high expectations for them. Pupils respond positively. They are determined to do their best and are confident about meeting ambitious targets set by their teachers.

Teachers systematically use formative assessment very well to modify teaching. Work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work. Teachers use a range of questioning techniques to deepen pupils' learning for example, speculative and dialogic language. Teachers skilfully bring other pupils into the question and answer conversation. This facilitates discussion between pupils and enables pupils to challenge each other's understanding and interpretation.

Marking is frequent and regular, providing pupils with clear guidance on the strengths of work and how it can be improved in the future, including next steps.

The effectiveness of leadership and management of Religious Education is outstanding because:

Governors and leaders have strategically planned or designed the school's distinctive spiritual ethos and implemented it very effectively so that it permeates throughout the life of the school.

The faith, values and ethos Policy has been developed by the school to guide staff and governors on how to support the school's ethos in an inclusive manner. All staff receive annual training on faith, values and ethos. Regular CPD is provided to support staff in developing spirituality and contributing to shaping the Islamic ethos of the school. This instils a sense of purpose and commitment to the Islamic ethos of the school.

The school has a wealth of spirituality leads across the school who have all studied the Islamic faith in an Islamic seminary. They are all widely acknowledged to be well-versed in the theology of the Islamic faith and have active connections with many mosques across both the Preston and Blackburn areas as either a Moulana or a Mufti. They are ably supported in the faith work by the director of learning for humanities who has a strong Catholic faith.

Governors, leaders and managers plan and evaluate the faith ethos of the school effectively. As part of its reporting arrangements to the Tauheedul Trust, the school completes annually a Faith Character Education (FCE) Audit to evaluate all aspects of the school's faith and ethos including its community cohesion, community engagement, integration and big society impacts.

The Local Governing Body (LGB) has, as part of its wider remit, the responsibility to monitor and evaluate all strategic and operational decisions of the school that may have an impact upon its faith, character and education and there is a designated lead governor for FCE who meets at least termly with senior leaders to discuss the school's approach to FCE, to quality assure the work undertaken and to suggest improvements.

Senior Leaders report to the LGB on the development of the FCE of the school as part of the Principal's Report. The Lead Governor will contribute to this report and in particular, highlights to the full governing body at its termly meetings any matters that have a positive or negative impact upon the FCE of the school.

Spiritual leads have taken a lead in the development of the Ilm 2 Amal (knowledge to action) programme for all pupils in years 7-10 through the implementation of their ground breaking Islamic studies curriculum which focuses on financial and social literacy. Ilm 2 Amal are specialists in character development, and their high-quality material aligns very closely with the schools' character development values.

Due diligence checks are carried out to monitor the suitability of external speakers in line with the external speakers' policy. If due diligence checks reveal that a speaker has had a

controversial past, a decision to invite the speaker in is made by the principal in conjunction with the Trust's CEO.

The staffing and governing body have WRAP training through Prevent and the governors receive FCE training directly from the Trust. This ensures all stakeholders are aware of the Trust's commitment to the delivery of Fundamental British Values (FBV). The school continues to work closely with the Prevent team by, for example, inviting them to speak to pupils about how to keep themselves safe from radicalisation.

The quality of the Islamic curriculum itself, including meeting the statutory requirement for a daily act of collective worship is outstanding because:

The RE curriculum is built around the Lancashire model SACRE curriculum. It is modified in line with the Trust's FCE Policy to teach at least 50% of the RE curriculum time to learn about the tenets of the Islamic faith. The remaining time of the curriculum time is shared predominantly with learning about other religions, such as Christianity, Hinduism, Buddhism and Judaism, as well as the humanist tradition. They are taught about similarities and differences particularly within Islam and Christianity through topics of study. For example, in a RE lesson observed, the teacher effectively engaged pupils in a stimulating discussion around the similarities and differences between Islam and Sikhism in the voluntary service to their communities.

Through study of specific Qur'anic verses and prophetic traditions, key stage 3 pupils are taught that Islam is a multi-cultural faith. They develop their understanding and respect for cultural diversity within Islam, Christianity and other beliefs. Pupils have a strong sense of identity through a secure understanding of their own faith, which promotes tolerance, and respect of different cultures.

They explore their identity as members of the local community, British citizens, members of the European Union and as part of a global humanity and people of faith. This helps them to be comfortable with multiple identities, recognise that the rights and responsibilities in each of these identities and have a sense of belonging to each group. In a discussion with pupils, they were able to demonstrate confidence and full understanding of their dual identity and roles and responsibilities as young British citizens.

The key stage 4 RE curriculum includes the teaching of Islam and Christianity and the PSHE curriculum support the wider objectives of RE across the school. It provides excellent opportunities to deepen and develop appreciation of democracy, the rule of law, individual liberty, tolerance of those with different faiths and beliefs and mutual respect. PSHE also enables pupils to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives.

Through active learning opportunities, pupils learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Pupils are being prepared for life in 21st century Britain while upholding their distinctive Muslim beliefs and practices. For example, they learn about voting and democracy, discrimination, rights and responsibilities, diversity, tolerance and respect. Pupils told the inspector that the *Shura* Council is a good example of the practice of democracy at school.

The RE curriculum gives pupils many opportunities to focus on their spiritual development through collapsed timetable days, Qur'anic recitation at the beginning of every lesson and *Surah Kahf* on Friday, and key themes such as the five pillars, modesty and purification of the self. These opportunities deepen pupils' understanding and practice of Islam.

The extent of pupils' spiritual, moral, social and cultural development is outstanding because:

At Eden Boys', SMSC is at the heart of the RE and PSHE curriculum. In addition, the school offers a wide range of extra-curricular activities that further enhance the school ethos and support its mission statement.

It is underpinned by the exceptionally high quality of Islamic studies and the impact of the clear guidance they receive from their spiritual leaders.

All curriculum areas provide a vehicle for furthering pupils' understanding of SMSC and Fundamental British Values (FBV). Pupils were able to demonstrate their understanding and full promotion of these values and gave practical examples of its application in their school. For example, the election of their *Shura* council, their visit to the court and some places of worship.

The nurturing and development of pupils' own faith and culture are a strength of the school. It is promoted well through faith enrichment activities, such as; Islamic learning circles before school, at lunchtimes and after-school, opportunities to learn about the *Seerah* (Life of the Prophet Muhammad), Muslim history, or to practise recitation of the Qur'an to support their *Hifz* (memorisation of the Qur'an). Recently, the school ran its first ever *Qiyaam al Layl* (night prayers) programme for pupils at the local Masjid. This was a spiritual and inspirational event, which helped to strengthen pupils' inner faith and deepen their spirituality. Pupils said what they love the most is the spiritual aspect of the school and being able to perform their prayer in congregation.

Pupils recite a short prayer (*Surah Fatiha*) at the start of the lesson (as part of creating the conditions for learning) and a short prayer (*Du'aa*) at the end of the lesson (as a closure to the period of learning). They also listen to a 25-minute recitation from the Qur'an on Friday before leaving school for the weekend. This promotes a calm and reflective end to the school week.

The daily congregational prayer offered to pupils in school each day especially during the winter months, help them to foster a sense of Islamic identity and ensure they develop pride in their own faith.

Staff and pupils have the opportunity to pray together. Pupils who wish to pray or worship during the school day can do this throughout the year.

Pupils said that they are privileged to be able to perform their prayers at school, read *Surah Fatiha* every lesson and *Surah Kahf* every Friday. Pupils praised the prayer prefects for their support and effective management of the daily prayers.

Although there are no pupils currently from different faiths at the school, plans are in place to provide alternative prayer activities or an opportunity for the pupils from other faiths to engage in some other reflective practice.

Pupils are encouraged to fast in Ramadan and other voluntary fasts. For example, an *Ashoorah* fast was completed by the school on 10th *Muharram* where many pupils and staff chose to fast on this day. A small number of pupils and staff also performed Sunnah fasts on Mondays and Thursdays during the winter months when daylight hours were short. Pupils said they enjoyed the *Iftaar* during Ramadan as it gave them a unique opportunity to share an important event with their peers and community members.

Pupils said that they participate in, and deliver, assemblies each week. The assembly programme focuses on issues of relevance to universal human values and ethics. Its programme brings together important messages, key religious and cultural events and important secular celebration days.

Displays around the school reflect the various activities that enhance the school ethos and support its mission statement.

The Hadeeth of the week helps pupils to reflect on the character of the Prophet (*Pbuh*) and the learning and wisdom that is found in his sayings and teachings.

Pupils were able to talk about the Hadeeth of this week, *gratefulness* and how it helped them to set their weekly spiritual goal.

Pupils' moral development is well catered for by giving them many opportunities through assembly, RE, PSHE and across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities.

Pupils said they enjoy participating in school assemblies and listening to guest speakers from various faiths and cultural background.

There are very strong relationships between pupils and staff, and a shared love of learning, which was observed during the inspection. Pupils demonstrated outstanding attitudes and behaviour in and out of lessons. They showed courtesy and exemplary manners, and are welcoming and respectful to visitors, staff and each other.

Pupils' social development is undertaken through many activities. For example, the morning registration programme encourages pupils to reflect on and set targets for their own spiritual, emotional and personal development and to focus on current events in their local communities. They have the opportunity to learn about what is happening in the news and about the positive difference they can make. For example, in the last academic year, the school has raised in excess of £15,000 for charitable causes. This includes regional, national and international charities including the MacMillan Cancer fund, Cumbria Floods Relief Appeal, Poppy Appeal, Blue Skies Hospital, The Syrian

Refugees Appeal, Red Nose Day and Preston Hospital Children's ward. Pupils said that these events give them the opportunity to help others who are less fortunate.

Pupils engage in the democratic process by electing the *Shura* (council) representatives each year. Through the Pupil (*Shura*) council, every pupil has a voice which is heard through polls and suggestion boxes on key issues.

Pupils were very pleased that through the *Shura* council, a football pitch, lockers and school library were achieved.

Pupils' cultural development is instilled by developing strong British values through their learning across the curriculum and activities relating to special events. The staff and pupils at the school have written and illustrated their very own book entitled 'Peace' to promote tolerance, diversity and equality following the terror attacks and the Grenfell Tower fire, which is due to be published this year. Pupils were able to share some of their poems with the inspectors. They said their contribution helped them to express their feelings and opinions and demonstrate that Islam is a peaceful religion.

Pupils undertook a project on community cohesion, where they developed awareness, personal and communication skills and understanding of others in their community and how to take action to improve relationships. Pupils said that the project enabled them take part in a first-hand survey where they met and communicated with a range of community members.

The school has established close link with local churches, for example, Crossgate Church and Christ Church, which allowed pupils to show an appreciation for different faiths and beliefs. Regular visits from these two organisations have helped inter-faith work become a greater focus of the school's work. The Bishop of Blackburn's Interfaith Adviser also supports the work of the school and is currently helping to build vital links with key organisations and key personnel from various faiths in the locality.

Glossary

What inspection judgments mean

Grade	Judgment	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. AMS UK inspectors will make further visits until it improves.