

## **EDEN BOYS' SCHOOL BOLTON**

Inspection Report

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**Local authority:** Bolton  
**Inspected under the auspices of:** AMS UK  
**Inspection dates:** 4 July 2017  
**Lead inspector:** Y Seedat

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Free School
<b>Age range of pupils</b>	11-18
<b>Gender of pupils</b>	Boys
<b>Number on roll</b>	381
<b>Appropriate authority</b>	The Governing Body
<b>Chair</b>	Mr Salim Natha
<b>Headteacher</b>	Mr Shabir Fazal
<b>Date of previous school inspection</b>	N/A
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<b>School website</b>	www.edenboysbolton.com

# Introduction

## Inspection team

Lead Inspector: Yusuf Seedat  
Team Inspectors: Mona Mohamed and Mohammad Asad

This inspection was carried out by three inspectors. They visited nine lessons or parts of lessons including collective prayers session. They held meetings with governors, staff and groups of children. Inspectors observed the school's work and looked at a range of documentation, including children's written work, teachers' lesson plans, the RE and PSHCE/citizenship curriculum, the school's self-evaluation documents and the school's Faith Values and Ethos Audit. In accordance with the protocol that exists between DFE and AMS UK (Section 48), the lead inspector had a look at the school's recent Ofsted inspection report, which took place in May 2017 monitoring inspection report under Section 8 of the Education Act 2005.

The inspection team looked in detail at the following:

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

## Information about the school

Eden Boys' School Bolton is a relatively new school funded through the Government's Free School programme. It opened in September 2014 for Years 7 & 8 as a four-form entry secondary school to meet the need for additional school places in Bolton. There are currently 381 pupils at the school comprising of pupils in Years 7 to 10. The school is heavily over-subscribed and in 2018 the school plans to open a 200 place 6th Form. By 2019 the school will have classes in each year group from Year 7 to 13, catering for over 700, 11 to 18-year olds from Bolton. The school is managed by a local governing body and overseen by a not-for-profit Multi-Academy Trust – The Tauheedul Education Trust (TET). Eden Boys' serves families predominantly from the Crompton, Halliwell and Rumworth wards of Bolton. These are categorised as amongst the 10% most deprived wards in England in all measures of multiple deprivation.

Eden Boys' School, Bolton relocated to a new, purpose built, permanent site on Wolfenden Street, off Halliwell Road in January 2016.

## Inspection judgments

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

### **Overall effectiveness: the quality of religious education provided at Eden Boys' School is Outstanding because:**

Leadership and Management especially the Principal, overseen by a strong governing body ensure that its faith, values and ethos is at the core of everything it does and it will have the greatest impact on achievement and on the sustained success of the school and its learners. The school believes that the faith, values and ethos of the organisation and its people will have a direct and significant impact upon the quality of provision, behaviour of pupils and academic achievement in the longer term.

Being part of the Tauheedul Education Trust, Eden school meets aims of the Trust very effectively. i.e. "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 Eden Boys' serves families predominantly from the 10% most deprived wards in England in all measures of multiple deprivation and with the culture of educational excellence it fulfils the Trust values to improve the life chances of young people in areas of social and economic deprivation to help them succeed at the highest levels of education, employment and the professions.

Leadership qualities in pupils in pupils are developed excellently through the PSHCE/ Citizenship curriculum. Whole school unit of politics have been designed to promote understanding of leadership at all levels. The Year 9 visit to The Houses of Parliament allowed them to gain first hand experiences of this. Here they met with the local MP and discussed a range of local and National Issues. During the EU Referendum, the Year 9 boys completed a full House of Commons Style Debate in front of an audience made up of Lord Nash, National Leaders of Education and Tauheedul school leaders. They did so with confidence and were highly commended for their leadership skills and confidence. Leadership skills are also developed by empowerment of pupils in giving prefect responsibilities, leading Assemblies, having a pupil voice (through student Shura (council), enrichment activities and other opportunities.

The achievement and progress over time of pupils in their RE at the school is outstanding because at every key stage and across almost all different cohorts progress is well above National Average.

Pupils' outstanding spiritual, moral, social and cultural development gives them a sense of responsibility to be active British Muslim citizens contributing to the local, national and global communities.

As with all Tauheedul Trust schools, Eden Boys' whole curriculum, especially the Religious and Citizenship moulds pupils into good citizens, with a sense of responsibility for their actions and gives pupils a practical and successful understanding of their religious and social rights and empowers pupils with the necessary skills and abilities to play a full and inclusive role within society. Pupils are taught to explore their identity as members of the local community, British citizens, and members of the European Union, part of a global humanity and people of faith. The aim is to ensure that pupils are comfortable with multiple identities, recognise their rights and responsibilities in each of these identities and have a sense of belonging to each group.

The curriculum incorporates 'Active Citizenship' at KS3. This delivers learning on Fundamental British Values (FBV) and political and religious extremism, so that learners have an understanding of the importance of being safe from radicalization.

**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 Citizenship.
- Ensure that the school provide more Religious Studies resources for the library.

**The quality of achievement and progress of the provision of RE in the school is outstanding because:**

Taking account of their starting points, the proportion of pupils making and exceeding expected progress is high in relation to their potential. Eden boys RE team is led by two experienced teachers who has gained typically above 90% A\*-C in each year of teaching GCSE RE therefore the leaders have confidence in the use of teachers' assessments to plan extra help for pupils and to give an accurate overview on the progress made by all pupils in all subjects. This includes checks to make sure that no groups of pupils are underachieving.

**The quality of teaching and learning in delivering the RE curriculum is outstanding because:**

Much of the teaching in all key stages and most subjects of the RE curriculum is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress. Accurate and detailed assessments of pupils' knowledge and understanding, combined with teachers' extensive subject knowledge and high-quality teaching secures rapid progress.

A thorough tracking system is in place and clearly shows that the progress of learners in RE is assessed formally through assessments each half-term. These are used to provide regular feedback to pupils and parents, along with targets for improvement.

Teachers in all subjects promote the schools Faith, Values Ethos and SMSC where appropriate. Also, Teachers and other adults generate high levels of engagement and commitment to learning across the whole school, using high quality resources including ICT where relevant.

Excellent planning of lessons clearly shows teaching staff have highly successful approaches to capture interest of all pupils. They demonstrate high levels of commitment and engagement with the result that pupils are enthusiastic and successful learners with very positive attitudes. For example, in an outstanding year PSHCE lesson on the 2017 General Election, pupils were thoroughly engaged as a result of the use of a recent video which was selected to help encourage pupils relate their understanding of politics, where the teacher encourages full responses, getting pupils to justify their thoughts and develop critical thinking.

There are regular and sustained professional development opportunities for all staff on Faith Values Ethos, including ensuring the delivery of an annual 'refresher' session delivered at the start of each academic year. Staff also profits from extensive training and continued professional development. The lead for teaching and learning in the school ensures staff all receive the support needed to deliver the very best outcomes for pupils, ensuring they achieve their potential and beyond.

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

The Faith Values Ethos, which is defined by the school as a culture that contributes to, adheres to and promotes the teachings of the Islamic faith and in particular its emphasis on self-discipline, compassion, mutual respect for all people regardless of difference and respect for the earth itself, is pivotal to all the family of the Trust schools do. A thorough Self-Evaluation of the Faith, Values Ethos takes place regularly providing a framework for monitoring and evaluating its development. This effectively facilitates in meeting the Trusts' and Eden's vision: Nurturing Today's young people, inspiring tomorrow's Leaders, mission: 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 and values, which are, Service: Taking responsibility for our community, Teamwork: Working together for excellence, Ambition: Aspiring to be our best, Respect: Treating others as we wish to be treated. Hence all leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.

In fact, the Principal, and SLT of the school serve and exemplify a commitment to the faith, values and ethos of the school. This is demonstrated through exemplary conduct within and beyond the school and adherence to the code of conduct for senior leaders and governors.

Governors, or those with a similar responsibility, robustly hold senior leaders to account for all aspects of the school's performance in the effective delivery of the RE curriculum. The Governing body, as part of its wider remit, has the responsibility to monitor and evaluate all strategic and operational decisions of the school that may have an impact upon its Faith, Values and Ethos and has designated a Governor as Lead Governor for Faith, Values and Ethos who meets at least termly with senior leaders to discuss the school's approach to FVE, to quality assure the work undertaken and to suggest improvements.

Senior Leaders report to the Governing Body on the development of the Faith, Values and ethos who meets at least termly with senior leaders.

Senior Leaders report to the Governing Body on the development of the Faith, Values and Ethos of the school as part of the Principal's Report. The Lead Governor will contribute to this report and in particular will highlight to the full governing body at its termly meetings any matters that have a positive or negative impact upon the FVE of the school. The Principal presents, to the full Governing Body once each year, a report outlining the progress the school has achieved and its plans for improving its Faith, Values and Ethos.

The Director of Learning of Humanities and Spirituality Lead work seamlessly together to support the schools mission statement and specialism including; collaborative work on Spirituality Days, the key themes for the PSHCE curriculum and the school's leadership specialism.

The school recognises that outstanding schools are excellent at keeping stakeholders in touch with, and able to influence, what is happening. Communication with key stakeholders is excellent.

The pursuit of excellence in all of the school's RE educational activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.

The senior leaders of the school ensure that there are regular and sustained professional development opportunities for all staff in all areas and particularly on faith, values and ethos, including ensuring the delivery of an annual refresher session.

Senior leaders and governors actively promote fundamental British values and challenge all types of extremism in their day to day dealings with all stakeholders.

Leaders ensure that the school's RE curriculum provides highly positive experiences and rich opportunities for high quality learning. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development as well as respect for others and tolerance in society.

**The extent to which the religious education curriculum itself, including meeting the statutory requirement for a daily act of collective worship meets pupils' needs is outstanding because:**

The teaching of Religious Education is structured around the curriculum developed by Bolton model SACRE curriculum and in keeping with the Faith Values Ethos Policy of the school. The RE curriculum and the wider objectives of Religious Education across the school are also supported by the PSHCE and citizenship curriculum.

The school actively promotes its distinctive spiritual ethos with a mission statement, which permeates all that the school does. This is underpinned, monitored effectively through the Faith, Values & Ethos which focuses on Spiritual development throughout the whole curriculum.

The school has a congregational prayer in school each day especially during the winter months when the day is short. During the summer months, pupils who attend after-school intervention or enrichment perform congregational prayers at the end of the school day. Pupils who attend intervention or enrichment on a Friday can perform congregational Friday (Jumma) prayers in school led by the Spiritual Leader or another scholar on the staff. Staff and pupils have the opportunity to pray together on a daily basis. Pupils recite a short prayer (Surah Fatiha) at the start of each 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 listen to a 25-minute recitation from surah Al-Kahf on Friday before leaving school for the weekend. This promotes a calm and reflective end to the school week. During an observation to a year 7 RE lesson, a pupil started the lesson with a beautiful recitation of surah Fatiha that he read with great respect and humbleness.

There is strong parental support for prayers in school time. One parent told the inspector that his son has prayed Jumma in school in many occasions and he is very proud of him.

Pupils who have memorised the whole Qur'an (Hafiz) meet together on Friday before school finishes to collectively recite the whole Qur'an – each pupil recites a different chapter from the Qur'an. About 25 pupils are hafiz (memorised) of the whole Quran in the school.

The school offers daily faith-based enrichment activities, for example; Islamic learning circles before school, at lunchtimes and after-school. This includes opportunities to learn about the Seerah (Life of the Prophet Muhammad), Muslim history, leaders and contributions to Europe or to practice recitation of the Qur'an to support their Hifz (memorisation of the Qur'an).

The school runs two spirituality days each year. These are normally on Friday mornings during which pupils complete a project aimed at developing their spirituality.

**What does the school need to do to improve further?**

Ensure that the school provide more Islamic resources for the library.

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

SMSC is at the heart of the RE and PSHCE curriculum. In addition, the school offers a wide range of extracurricular 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.

The nurturing and development of pupils' own faith and culture is a strength in the school. It is promoted well through the 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, leaders and contributions to Europe or to practice recitation of the Qur'an.

The daily prayers offered to pupils help them to foster a sense of Islamic identity and ensure they develop pride in their own faith. Pupils told the inspector that the school give them the opportunity to pray in congregation, which is something many of them are unable to do out of school hours. One parent said to the inspector that his son has grown very confident in faith. He gives Adhan (call for prayers) in the local mosque, and had an opportunity to lead prayers in Ramadan, which is something he never used to do before joining this school.

Schemes of work clearly demonstrate that religious studies up to GCSE level and beyond includes an understanding of the beliefs and practices of major world faiths, such as Islam, Judaism, Christianity, Buddhism and Hinduism, as well as understanding the nature of faith itself and respecting those of all faiths and none.

Pupils said that they participate in, and deliver, assemblies and 'Spirituality Days' regularly, which help them to develop their values and ethos. Display around the school reflects the various activities that enhance the school ethos and support its mission statement.

The Hadith of the week helps pupils to reflect on the character of the Prophet (pbuh) and the learning and wisdom that found in his sayings and teachings. For example, in an observed form time during the inspection, pupils were able explain how the key message in the hadith will help them to develop their practical application and build strong moral character.

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

For example, the school has hosted the 'Great Get Together' in the form of an Iftar in the memory of the late Jo Cox where over 200 people attended. The event was led by year 10 pupils and included recitations from the Quran.

Pupils said they enjoyed learning about Christianity and Jesus (pbuh) during the Christmas period. This helped them to learn about and respect other peoples' beliefs.

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, focus on current events in their local communities, within Bolton and around the world events. They have the opportunity to learn about what is happening in the news and about the positive difference, they can make. For example, they take part in fund-raising activities for charity. During the last academic year, pupils managed to raise £6000 pounds for charitable causes this includes regional, national and international charities including the Cumbria Floods Relief Appeal, Harvest Festival, Poppy Appeal, Sports Relief, The Syrian Refugees Appeal, Red Nose Day and Make Hunger History Campaign. Year 10 charity group run a weekly food bank, which supports in excess of 20 families a week. The Foodbank has delivered around 2500 food parcels since it opened. The charity week that was held this academic year, has allowed an opportunity for pupils to become involved in the Faith Values and Ethos of the school. In a discussion with pupils, they said that they enjoy participating in charity work as it makes them realise how fortunate they are to be given the opportunity to help needy people.

The school has an active Student Shura (Council). The pupils were elected through a formal process. The school takes pupils' views seriously and as a result of their suggestions, various projects were achieved for example, the installation of pupil lockers, the re-design of the school library, the commissioning of a new meal provider including providing hot healthy snacks at break time and additional enrichment activities.



The school has system for selecting the older pupils to be Prefects. This provides opportunities for these pupils to serve the school community (khidmat) and develop valuable leadership skills.

Pupils' cultural development is instilled by developing strong British values through their learning across the curriculum and activities relating to special events. For example, the school is an active member of the Bolton Inter-Faith Forum, attended and took part in local events such as Holocaust Memorial Day. Visitors from a number of different faiths have delivered assemblies in the school. These included; the Jewish, Hindu and Christian faith. In addition, all Key Stage 4 pupils have taken part in active learning sessions at the local Church where a strong relationship has been established for future collaborative work. During an Active Citizenship day, older pupils had the opportunity to promote a range of issues, which included what it meant to be British and Muslim and promoting international organisations such as Amnesty International.

**Views of parents and carers**

Parents are overwhelmingly supportive of the school, which they feel provides excellent education developing their confidence and independency. They say the members of the school management are very approachable and they can raise any concerns with them. They help them make independent choices and take full responsibilities of their actions. Parents play an active part in the life of the school for example via the parents’ shura (council where they work closely with the school leaders to support in various areas.

**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. Ofsted inspectors will make further visits until it improves.