

**Eden Boys' Leadership Academy, Manchester**  
Inspection Report

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**Local authority:** Manchester  
**Inspected under the auspices of:** AMS UK  
**Inspection dates:** 4<sup>th</sup> – 5<sup>th</sup> July 2022  
**Lead inspector:** Mrs Hasina Varachia

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 Comprehensive
<b>School category:</b>	Academy Free School
<b>Age range of pupils:</b>	11-16
<b>Gender of pupils:</b>	Boys
<b>Number on roll:</b>	621
<b>Appropriate authority:</b>	Board of Trustees
<b>Chair:</b>	Jawad Amin
<b>Headteacher:</b>	Sarfraz Shah
<b>Date of previous school inspection:</b>	Not previously inspected
<b>Address:</b>	38 Rayburn Way Manchester Greater Manchester M8 8DT
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<b>School website:</b>	www.edenboysmanchester.com

## Introduction

### **Inspection team**

Lead Inspector : Mrs. Hasina Varachia  
Team Inspectors: Mrs. Mona Mohamed

This inspection was carried out by a team of two inspectors. They visited lessons or parts of lessons and an assembly. They held meetings with governors, the senior leadership team, staff, parents 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 RE (Religious Education) and PSHEE (Personal, Social, Health, Economic Education) curriculum, various school self-evaluation documents, the schools' Faith and Character Education policies and parent questionnaires. The school received their first Section 5 inspection in November 2021.

The inspection team looked in detail at the following:

- The Religious Education (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' Leadership Academy, Manchester is a Muslim faith school which opened as a new free school in September 2017. It is part of the multi academy trust, Star Academies.

The school currently has pupils from Year 7-11. It is a four-form entry school. and over-subscribed. The school currently has 624 pupils on roll. A sixth form provision is expected to open in the future. The academy welcomes pupils of all faiths and of none. The proportion of pupils known to be eligible for pupil premium funding is higher than the national average. The vast majority of pupils are from Asian heritage, and a majority are speakers of English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is above the national average. No pupils currently on roll attend an alternative provision.

## Inspection judgments

<b>Overall effectiveness</b>	1
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<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' Leadership Academy, Manchester is outstanding because:**

Eden Boys' Leadership Academy aims, *'To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with values of discipline, mutual care, and respect, which extends beyond the school into the wider community.'* The school is highly successful in achieving this aim.

Pupils achieve very well across the school because they respond well to teaching which offers understanding and responds to their individual needs and provides challenge. The school is successful in preparing pupils for GCSE religious studies examinations as well as developing their breadth of knowledge and stimulating independent and enquiring minds. Pupils enjoy significant success in activities and events beyond the classroom. These achievements are enhanced by the broad, challenging and innovative curriculum offer and by teaching which stimulates creativity, logical thinking and intellectual effort. Pupils across the school show positive attitudes to their work. They are keen to think independently and apply new knowledge and skills. The rich and varied extra-curricular programme provides many opportunities and choices for pupils which they and their parents greatly appreciate.

Pupils creative talents are of an exceptional standard. Pupils participate in a range of activities including Eden's Got Talent. The school proudly displays pupils' artwork alongside other displays reflecting the ethos of the school.

Pupils across the school show outstanding levels of spiritual, moral, social and cultural awareness and development and is a real strength of the school. It is successful because the school places high regard to faith learning and pupils' personal development. The school's work with a wide range of external partners has given pupils an outstanding range of thought provoking and wide-ranging experiences. Pupils are reflective, thoughtful and well-behaved. Pupils possess a strong sense of right and wrong and are conscious of the importance of social justice. They have a

strong appreciation of tolerance, embrace diversity and have a clear understanding of the Fundamental British Values. Pupils' pastoral care is outstanding and excellent relationships exist between pupils and between teachers and pupils.

The school has been highly successful in securing staff who are committed to making a marked impact on pupils' welfare and outcomes. Support staff provide significant support to pupils in need of support both in and outside the classroom. Staff feel extremely well supported by the Principal and their colleagues. One member of staff shared with inspectors that, 'I see this as my forever school.'

Governors have excellent oversight and an exciting vision for the future of the school. The school maintains excellent partnerships with parents and they are extremely supportive of the school.

**The achievement of pupils at the school in their Religious Education is outstanding because:**

in line with the schools' ambitious aims, pupils are respectful and demonstrate a love for learning. In lessons, pupils show wide general knowledge and much of this is gained through their own interest and in learning more about the topics presented to them.

Pupils are enthusiastic and ambitious learners with a genuine desire to succeed. They are curious and willing to learn new skills and not afraid to take risks. They are resilient and confident in the classroom, approaching tasks willingly and with a high degree of motivation. Pupils are supportive and respectful of each other. For most pupils, work is neatly presented and kept in an orderly manner.

Pupils demonstrate high levels of self-confidence and self-understanding. Constructive marking and helpful verbal feedback from teachers ensures that pupils know what they need to do to improve.

Pupils sat GCSE RE examinations for the first time in 2021, achieving exceptionally well. Leaders have also recognised that the pupils need to follow a three-year Key Stage programme of study if they are to develop the skills and knowledge needed to be prepared for the next stage of their learning with changes expected from the new academic year.

Leaders have worked hard to ensure any gaps in pupils' reading and writing skills are addressed and recognise that for some pupils this effort will need to continue to be applied if all pupils are to achieve their potential.

Those who are SEND or EAL respond well to the specialist support they receive and make equally good progress. This is demonstrated by their performance in lessons and GCSE examinations. The most-able pupils make exceptional progress. This is shown by the sophistication of their logical arguments, the initiative they show in their research and preparation for lessons and their ability to maintain and sustain independent thinking and intellectual endeavor.

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

teaching fosters interest in academic study and inspires most pupils to produce work of high quality. Teachers are highly committed and display excellent subject knowledge, which they impart with great enthusiasm. Teaching sets high expectations with pupils encouraged to be active learners in lessons. They relish these opportunities and contribute freely in lessons.

Lessons are effectively planned and executed at a brisk pace. Teaching deploys a wide range of strategies to promote learning. For example, excellent use is made of questioning in lessons to draw out pupils' ideas.

Teachers know their pupils very well and ensure that teaching techniques and methods cater fully for their different needs and learning styles. Pupils with SEND or EAL receive the support they need in lessons and the most-able are stretched and challenged through extension tasks. Warm relationships between peers and between the teacher and pupils contributes significantly to the excellent behaviour in lessons. Pupils agree, and during discussion with inspectors shared that they value the support they receive from teachers.

Highly effective assessment systems are used to assess and track pupils' progress. Teachers make very good use of data to identify those pupils who are not achieving their potential. Marking of the pupils' work is carried out regularly and helps pupils to develop and improve their knowledge and skills. Pupils also receive helpful verbal feedback in class whilst regular opportunities for self-assessment successfully promotes pupils' awareness of how to improve. All make a positive contribution to the progress pupils make.

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

leaders and governors are deeply committed to providing pupils and their families with experiences that will enable them to grow in faith and to understand the faiths of others. Pupils are given every opportunity to succeed.

The leadership of the school ensures that they meet the STAR values of service teamwork, ambition and respect. These values are clearly held by all.

Leaders are committed to achieving the highest standards across the curriculum. The monitoring of teaching is rigorous and relentless. The school's instructional coaching programme ensures that all staff have a focused and personalised programme of professional development. This has led to improvements in teaching and learning, but leaders recognise that the effort to improve in some areas needs to continue.

The senior leadership team is dynamic and has been strengthened to support the developing needs and well-being of all pupils they serve, including those with SEND. With an increasing number of boys joining the school with specific needs, the Principal, supported by the governors, has ensured that the school is taking the steps needed for their success. Leaders, led by a determined Principal, have a strong sense purpose and are ambitious for pupils. They provide clear and effective direction for the whole staff body. Leaders at all levels discharge their responsibilities meticulously. Pupils and parents recognise this.

In developing the RE curriculum, leaders have worked hard to adapt the SACRE scheme of work to focus on Islam, whilst studying other world faiths, allowing pupils the opportunity to compare similarities and differences, developing and deepening understanding.

The RE and PSHE curriculum provides outstanding opportunities for high quality learning experiences and pupils enjoy school as a result. The strength of these experiences and the quality of care provided, including the school's *tarbiyyah* programme, is testimony to the leadership and management of the school.

Governance makes a strong contribution to the success of the school and enables its aims and priorities to be clearly identified and met. The faith link governor shares a vision for the future which pursues excellence in all aspects of the school's faith provision. Governors know the school well because they received detailed insight into the workings of the school through reports and regular visits to the school. Governors conduct regular audits of the schools' provision in order to assess success. This guides and supports the leadership team and provides appropriate challenge. New governors undergo a systematic induction programme complemented by regular training including on Faith and Character Education (FCE).

The school maintains excellent relationships with parents. Parents are routinely invited to various information meetings including induction evening, faith inspired events and whole school events including recently, International Women's Day. These provide valuable opportunities for parents/carers and families to learn about the curriculum pupils learn. Parents responding to the pre-inspection questionnaire and in discussion with inspectors revealed high levels of satisfaction

including the presence of leaders and staff at the start and end of the day and the ease of access this provides. As a result, any concerns are quickly addressed.

## **The extent to which the religious education curriculum meets pupils' needs is outstanding because:**

the school's faith provision follows the Star's Faith and Character Education Policy (FCE) and its framework is at the heart of the school's faith offer.

As a result, the school offers a comprehensive programme of activities designed to promote the core values of Islam including, self-discipline, compassion and mutual respect for all. The school aims to '*...celebrate all that faith has to give and instill a sense of joy in pupils at being part of the local and wider community.*' The school achieves this aim exceptionally well.

In addition to the daily act of collective worship, *salah*, the RE and wider PSHE curriculum contributes significantly to the spiritual and moral development of pupils.

The school calendar is meticulously planned by leaders and gives pupils opportunities to engage in a vast array of special faith-based events including, Day of Ashura ((10<sup>th</sup> of Muharram (first month of the Islamic calendar)) and the first twelve days of Rabiul Awwal (third Islamic month) Pupils also partake and lead in special assemblies and community service work. Qur'anic recitation, *nasheeds* (Islamic songs) and key themes such as the five pillars, modesty and *Tazkiyah*, purification of the self, have a prominent role in these events. These opportunities deepen pupils' understanding and practice of Islam.

The school regularly celebrates the faith achievements of pupils in the school, for example, a number of pupils who have completed the memorisation of the Qur'an have been recognised by the school.

The RE curriculum is broad and balanced and encompasses all the major faiths. It provides pupils with a range of Islamic disciplines including, knowledge and understanding of *Tawheed* (oneness of Allah), *Seerah* (life of the Prophet Muhammad, peace be upon him) and lives of the caliphs, as well as learning about religions other than their own.

The carefully planned *Hadeeth* (thought) of the week promotes universal human values and good character, applicable to all faiths and none.

Pupils participate in various termly FCE competitions including Spiritual Art, Spoken Word and *Seerah* Mastermind. These opportunities encourage pupils to deepen in understanding of the life of the Prophet Muhammad (peace be upon him) and his companions.

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

pupils' spiritual development is outstanding. The prayer room is at the heart of the school community and is used by the boys as a place for peace time and reflection. Assemblies provide the opportunities for pupils to enjoy a range of talks and pupils recognise this as a powerful means of establishing and defining the ethos of the school. For example, an assembly during the inspection helped pupils to think about how they could bring ease to others.

Pupils perform *Zuhr* salah (noon prayer) and *Asar* salah (afternoon prayer) at school during the winter months and *Zuhr* salah in the summer months. The organisation of *salah* ensures that it is a peaceful and reflective time for the whole school community. The school provides pupils with *duas* (supplications) reminders to help them engage in regular and meaningful remembrance of Allah, *dhikr*. The school planner also encourage pupils to set spiritual weekly targets.

Pupils are given extensive opportunities to focus on their spiritual development throughout the school day and throughout the year. Daily recital of *Surah al-Fatihah* (opening chapter of the Qur'an) and *Kaffara al-Majlis dua* (supplication) at the end of lessons is maturely observed. *Duas* including those for eating and drinking around the school encourage pupils and staff to be thankful for blessings throughout the day. Inspectors observed enthusiastic greeting of the Islamic greeting of *salaam* throughout the inspection.

Pupils' moral development is excellent. Pupils know the difference between right and wrong. They co-operate with each other and respect one another exceptionally well. Measures to guard against bullying are highly effective, supported by procedures to deal appropriately with rare incidents. Pupils believe any bullying is taken seriously and dealt with quickly.

Pupils exhibit high levels of social development through their excellent awareness of the world beyond the school. Staff and pupils have raised over £20,000 for both national and international charities and delivered parcels to needy people in the local community.

These opportunities are broadening pupils' understanding of lives lived by others in very different and often challenging circumstances from their own. Pupils show care and consideration for their teachers and each other. Older pupils are excellent role models to younger pupils through their behaviour and attitudes, and through the way in which they discharge more formal responsibilities as through the Diversity Council, Big Brothers and Little Brothers (a peer support group initiative), Healthy Eating Ambassadors, Reading Buddies, prefects, Digital Leaders and Student *Shura* (Council).

The cultural development of pupils is outstanding. Activities such as work with the Anne Frank Foundation and speakers for Black History Month encourage and celebrate understanding of difference. Harmonious relationships between the different cultures present in the school community are clearly evident. Other activities such as Experiences of Africa, a cultural awareness day organised by the school enhances pupils' understanding of those of different cultures and backgrounds.

Pupils' cultural awareness is also developed through the highly successful annual Eden's Got Talent competition, Debate Mate, LAMDA, the Trust's Spirit and Art and Spoken Word

Competitions and other public speaking events. External speakers further enrich pupils' experiences and promotes their cultural awareness.

Pupils strongly uphold their school values and display respect for all. All pupils feel valued including those not of the Muslim faith. One pupil shared with inspectors, '*I feel safe. Everyone is accepted and adults treat us equally.*'

## Glossary

What inspection judgments mean

<b>Grade</b>	<b>Judgment</b>	<b>Description</b>
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. AMSUK inspectors will make further visits until it improves.