

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Eden Boys' School, Birmingham

150 Wellhead Lane, Perry Barr, Birmingham, West Midlands B42 2SY

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Inspection dates: 10 and 11 December 2024

## Outcome

Eden Boys' School, Birmingham has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Rabia Afzal. This school is part of Star Academies, 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 thrive in a culture of high expectation and achievement. Staff create an ethos in which pupils are enabled to reach their academic and personal potential, regardless of their starting points. This ethos is firmly rooted in the school's values. Pupils, including those with special educational needs and/or disabilities (SEND) achieve exceptionally well.

Attendance is very high. Pupils enjoy coming to the school and appreciate the support they receive from staff. They feel safe and able to share their feelings. Pupils display exemplary behaviour in lessons and they are focused and resilient. They move around the building in a calm and orderly manner. Pupils support one another well. A respectful and inclusive culture is evident in the school.

First-rate opportunities for personal development are in place. There is a wealth of wide-ranging opportunities for pupils to develop their talents. They take part in a variety of enrichment activities which help them to develop their character. Trips to the theatre and visits to key places in British culture and history are regular features of their experience. Pupils hugely value the many opportunities that they otherwise may not have. Therefore, pupils are very well prepared for later life.

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

The school holds very high ambition for its pupils and succeeds in helping them achieve superbly. Pupils receive robust support in terms of careers education. They talk highly of their aspirations and how they are being helped to explore these. They appreciate the range of employers they encounter, such as the Royal Navy. Staff help pupils to consider which route would be best for them, including apprenticeships. This work is thoughtfully threaded through the curriculum.

The curriculum, focused on the English Baccalaureate (EBacc), is ambitious for all pupils. The key to the success of the curriculum is the consistent implementation by staff. Teachers are experts in their subjects. The approaches the school takes to checking pupils' learning help teachers to do so very accurately. They use this information to precisely identify what they need to teach next. This well-balanced approach to assessment increases the impact of teaching.

The school identifies and expertly supports pupils with SEND. Staff know the pupils extremely well. Teachers adapt their lessons effectively to ensure that pupils with SEND can not only access the learning but can thrive in the classroom. For example, pupils who struggle with their emotions have help to understand their own responses to situations. As a result of this support, pupils with SEND achieve exceptional outcomes.

The school fosters a culture of reading. Pupils in the earlier stages of reading are effectively supported to catch-up with their peers. Reading opportunities are seized on during learning. Pupils' learning is consistently enriched through the development of key vocabulary.

The school does all it can to get pupils into school and this remains a top priority. The school applies an effective strategy to identify and support pupils and families who are struggling with their attendance. Pupils understand that it is important to be in school. They appreciate the rewards they receive for attending well, working together and achieving in their work. Pupils' attitudes to learning are exceptional and this evident in the presentation of their written work.

The school's work to promote pupils' personal development is very strong. Pupils learn important knowledge about positive mental health and well-being. The school's curriculum to develop pupils' personal, social, health and economic education is highly effective. Pupils talk knowledgeably about kindness, tolerance and respect.

Staff and leaders at all levels are passionate about the school and its pupils. The trust, and particularly governors, have a clear understanding of the school. They play an active role in setting the strategic direction that ensures the continuing success of the school.

The school offers strong support for teachers and pastoral staff. Leaders are mindful of workload and regularly consult staff on the issue. Staff and pupils are helped to accurately understand what leaders are trying to achieve. As a result, the school community thrives.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 judged the school to be outstanding for overall effectiveness in 22–23 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

<b>Unique reference number</b>	141969
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10344052
<b>Type of school</b>	Secondary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	620
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Kamruddin Kothia OBE DL
<b>CEO of the trust</b>	Sir Mufti Hamid Patel CBE
<b>Principal</b>	Rabia Afzal
<b>Website</b>	<a href="http://www.edenboysbirmingham.com">www.edenboysbirmingham.com</a>
<b>Dates of previous inspection</b>	22 and 23 May 2018, under section 5 of the Education Act 2005

## Information about this school

- This school is part of Star Academies.
- The school uses one alternative provision for pupils, which is registered.
- 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.
- The school has an Islamic ethos. It welcomes pupils from all faiths and those without faith.
- The school received a Section 48 inspection in July 2024. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021.
- The school's headteacher was not present during the inspection. The trust regional director is currently leading the school.

## Information about this inspection

- Inspections are a point-in-time evaluation 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.
- During the inspection, inspectors held discussions with trust leaders, other senior and middle leaders, and the special educational needs coordinator.
- Inspectors held discussions with CEO and members of the local governing board, including the chair.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the 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 reviewed the personal, social, health and economic education curriculum plan and spoke with leaders. An inspector also reviewed the support provided for pupils in regard to reading.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying and attendance.
- A range of documentation was scrutinised, including leaders' plans to improve the school and their self-evaluation of the school's work.
- Inspectors took account of responses to Ofsted's pupil and staff surveys, as well as Ofsted's parent survey, Parent View, including free-text responses.

## Inspection team

Richard Wakefield, lead inspector

His Majesty's Inspector

Tim Bassett

Ofsted Inspector

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