

Inspection of Eden Girls' Leadership Academy, Birmingham

256 Hob Moor Road, Birmingham B10 9HH

Inspection dates: 6 and 7 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 Famida Rawoot. 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?

All pupils thrive in this unique and empowering school. They experience consistent and high-quality support to become the best they can be. The school has set very high expectations for pupils' academic achievements and their development. Staff relentlessly focus on helping them to meet these exceptional standards in all areas of school life. As a result, the pupils flourish and are equipped to fulfil their aspirations.

Pupils live out the 'STAR values' of service, teamwork, ambition and respect daily. They display great care for each other both inside and outside of the classroom. Pupils support each other in lessons by sharing their learning. They engage wholeheartedly in debate and discussion. The school has instilled a culture in which pupils are free to make mistakes and to learn from them. This gives pupils the confidence and resilience they need to prosper.

Pupils experience a rich range of activities and trips that enhance the curriculum. They learn in detail about the modern Britain they will encounter as an adult. This includes many outside speakers from different religions and potential employers. Pupils spoke with pride about participating in activities such as raising money for charity, the ambassador roles within school and work with the local eco-park.

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

The school has carefully developed a highly ambitious and rigorous curriculum to suit the needs of its pupils. Leaders have carefully considered the context of the small parts of knowledge they want pupils to gain. The sequence of the curriculum prepares pupils for future learning and life beyond school. For example, the highly focused pre-work in English is used to ensure that pupils are ready for what is to come. This helps pupils to build on their knowledge systematically and very successfully. Pupils shared how this helps them to get better and know more.

Teachers are experts in their subjects and have a strong understanding of the curriculum. They routinely adapt the curriculum to meet the needs of pupils. There is strong shared practice between subjects. This helps pupils to develop increasing levels of independence. Teachers model their expectations for pupils' work extremely well. Questioning and assessment are used seamlessly to deliver the curriculum. Teachers deepen understanding, close gaps in pupils' knowledge and address misconceptions in a timely and highly effective manner. While attendance is high, the school has robust systems in place to support pupils who miss lessons to catch up quickly.

The school has placed reading as the highest priority. The library is a hive of activity at the centre of the school. Pupils value reading. They enjoy the great variety of books they encounter. Pupils can ask for new books in the library and the school meets these requests where it can. The school has robust processes for identifying

any pupils who might struggle with their reading knowledge. These pupils get the help they need to read more confidently and fluently.

Staff know the pupils exceptionally well. They are clearly informed about what they need to do to help pupils access the curriculum and ensure their needs are met. All pupils, including those with special educational needs and/or disabilities (SEND) and from disadvantaged backgrounds, achieve exceptionally well.

Pupils' behaviour is exceptional. They display excellent self-control and awesome attitudes to learning. Pupils are supported well by the excellent pastoral work. Staff and pupils share highly respectful relationships which create an open and encouraging culture where all are valued.

An extensive personal development curriculum promotes the development of pupils' character and interests. For example, there are spirituality days to celebrate and respect all views and cultures. Lessons, assemblies and other opportunities are thoughtfully aligned. Opportunities are taken to adapt to local, national or international situations to meet pupils' needs.

The school considers pupils' interests and talents, which are included in the curriculum and enrichment activities. These include a highly popular 'Bake-off' club, trips to museums and a variety of theatrical performances. Many pupils take advantage of these opportunities, which enrich their lives outside the classroom and break down stereotypes. They contribute very well to developing pupils' excellent strength of character. Pupils also benefit from a very strong careers programme. They greatly appreciate the visits they experience, including to a number of universities. Teachers highlight career pathways linked to their subjects, which enhances pupils' future aspirations.

Leaders work effectively together to promote a culture of continual improvement and consistency. Staff have highly detailed professional development. They greatly appreciate this and how it helps them to do their best for the pupils. Ongoing encouragement, praise and an openness to research are key to this. Staff are supported with both their workload and well-being. The trust and the governors provide highly effective support and challenge to school leaders.

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 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	147201
Local authority	Birmingham
Inspection number	10294662
Type of school	Secondary
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	619
Appropriate authority	Board of trustees
Chair of trust	Kamruddin Kothia OBE DL
CEO of trust	Sir Mufti Hamid Patel CBE
Principal	Famida Rawoot
Website	www.edengirlsbirmingham.org
Date of previous inspection	3 Jul 2019, under section 8 of the Education Act 2005

Information about this school

- This school is part of Star Academies.
- The school does not use of any alternative provision for pupils.
- 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 education qualifications and apprenticeships.
- The school has an Islamic ethos. It welcomes pupils from all faiths and those without faith.
- The school is yet to receive a Section 48 inspection since opening. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the school opening.

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 judgement 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.
- Inspectors held meetings with the principal, trust leaders, governors, senior leaders, subject leaders, teachers and pupils. They also talked informally to pupils and staff to gather general information about school life.
- Inspectors carried out deep dives in English, mathematics, computing, history and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects and discussed the overall curriculum structure.
- 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 the pupil and staff surveys, as well as Ofsted Parent View.

Inspection team

Richard Wakefield, lead inspector	His Majesty's Inspector
Jane Epton	Ofsted Inspector
Mike Onyon	Ofsted Inspector

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