

Eden Boys' Leadership Academy, Manchester

Address: 38 Rayburn Way, Manchester, Greater Manchester, M8 8DT

Unique reference number (URN): 144744

Inspection report: 20 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Inclusion

Exceptional ●

Leaders use the achievement and happiness of the school's most vulnerable pupils as a yardstick for the school's success. Across every aspect of provision, leaders' actions to achieve this have been exceedingly effective over time. Pupils who struggled to engage with education before attending this setting flourish and achieve highly here.

Leaders have established a meticulous approach to identifying and removing any barriers that might prevent pupils from engaging with school. This begins before pupils join so that support is in place from the moment they arrive. Leaders frequently review a comprehensive range of information about each pupil to assess whether their needs have changed. They use this, together with information from external professionals, to provide a vast array of bespoke and highly effective support. Staff are expert at using the information that they receive to enable each pupil to excel.

The school has a high proportion of pupils who are disadvantaged. Leaders make thoughtful, strategic decisions about how to spend pupil premium funding. The impact of this is evident in the remarkable progress and attainment of disadvantaged pupils in national examinations. In many subjects, these pupils perform at least as well as their non-disadvantaged peers nationally.

Leadership and governance

Exceptional ●

School and trust leaders are driven by a moral imperative to ensure that every pupil benefits from an education that is of the highest possible quality. They centre every decision and action around what is best for pupils, particularly the most vulnerable. Leaders' actions are thoughtful, deliberate and highly impactful. Their work to ensure that the curriculum and teaching are consistently strong leads to impressive outcomes. This approach is interwoven seamlessly with their equally impactful work to ensure that pupils attend school frequently, in an environment where success is prized. Everything is underpinned by leaders' exceptional approach to inclusion and personal development, which sits at the heart of all that they do. The impact on pupils' outcomes and experiences is transformational. This is particularly the case for those pupils who are disadvantaged or who face barriers to their learning. Pupils who have struggled to engage in education previously thrive at this school.

Trust and school leaders work together closely to continually evaluate, review and refine every aspect of the school's provision. They use this information to make astute decisions about the school's strategic priorities and any training needs for staff. A noteworthy programme of professional learning, which is greatly valued by staff, drives these exceptionally high standards. Staff are immensely proud to work at the school. They appreciate leaders' actions to reduce their workload.

Exceptional leadership and governance have been sustained over time. This means that pupils leave the school incredibly well equipped for their futures.

Leaders provide an intricately designed programme of personal development. This ensures that pupils are exceptionally well prepared for life in modern Britain. A particular emphasis is placed on teaching pupils to value and embrace difference. For instance, pupils often engage with people of different faiths and backgrounds. Leaders' deliberate actions to promote tolerance and respect for all are reflected in pupils' positive conduct.

Leaders' approach to personal development is interwoven with their work around inclusion. Thus, many aspects of the school's enrichment offer are available to all, such as a team-building residential trip for pupils in Year 7. Other activities are carefully targeted towards individuals or groups of pupils. For instance, some pupils benefit from focused mentoring to develop their confidence, while others engage in challenges designed to enhance their understanding of science, technology, engineering and mathematics. Leaders use their thorough understanding of each pupil to ensure that pupils benefit from a tailored provision that enables them to flourish.

Pupils develop an extensive understanding of important information that will help them to navigate life in modern Britain successfully. For instance, they know about the fundamental British values, such as the rule of law, and develop an age-appropriate understanding of relationships and sex education. Staff check that pupils know and remember this key knowledge meticulously. Leaders are vigilant about ensuring that pupils learn how to keep themselves safe, both online and in the local area. Pupils also learn strategies to help manage any feelings of anxiety that might arise.

Pupils benefit from comprehensive careers information. They receive impartial guidance, partnered with opportunities to gain experience of different workplaces. This helps to ensure that they are exceedingly well informed. Older pupils have a particularly thorough understanding of the qualifications and skills that they need to access their chosen pathways into education, employment or training.

Strong standard ●

Achievement

Strong standard ●

Leaders' rigorous approach to swiftly identifying and addressing any gaps in pupils' numeracy and literacy knowledge pays dividends. Pupils quickly catch up. This provides them with a strong foundation from which to achieve highly across the curriculum. As a result, pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, make substantial progress from their starting points. This is evident in pupils' progress in national examinations at the end of key stage 4, which has been notably higher than the national average over time. Often, pupils' attainment in these examinations also matches or exceeds that of other pupils nationally. Pupils are particularly well prepared to take their ambitious next steps in education, training or employment.

Pupils currently at the school build deep and rich bodies of knowledge across the curriculum. This is reflected in the high-quality work that they produce. Pupils articulate their

learning with confidence and enthusiasm.

Attendance and behaviour

Strong standard 

Pupils take great pride in learning successfully and achieving highly. This is abundantly evident in their behaviour during lessons, where they are attentive to staff, considerate of others and approach tasks with diligence. Leaders have incredibly high expectations of pupils' conduct, including how they treat each other. Staff consistently uphold these expectations. This helps to ensure that the school is an orderly and respectful place where neither discrimination nor bullying are tolerated.

It is the norm in school for pupils to do the right thing. On the rare occasions when pupils struggle to do so, they benefit from personalised support. Pupils said that staff never give up on them. This helps to develop pupils' self-esteem and resilience so that, over time, they have the confidence to engage with all that the school has to offer. Suspensions for unacceptable behaviour are incredibly rare.

Pupils' positive attitudes towards school are reflected in their high levels of attendance. Leaders' vigilance in maintaining this is reflected in the rigorous systems that they have established to analyse any trends in pupils' absence. This enables leaders to take pre-emptive action if they spot any potential barriers to pupils attending well. Pupils' attendance is consistently higher than the national average.

Curriculum and teaching

Strong standard 

Leaders provide pupils with a broad, meticulously organised curriculum. It is highly ambitious. The vast majority of pupils study the English Baccalaureate suite of subjects in key stage 4. Leaders give very careful thought to ensuring that the curriculum is tailored to pupils' needs and the local context. This includes deliberate curriculum choices that challenge stereotypes of boys. For instance, pupils particularly enjoy studying textiles and food technology.

A comprehensive programme of professional development ensures that teachers are expert in their subjects and skilful in their teaching. Leaders have a thorough understanding of the quality of teaching in the school. They use this well to continually refine teachers' practice so that it remains at a high standard across subjects. Teachers use the trust's agreed teaching strategies very effectively to promote learning. They frequently check whether pupils have understood important concepts and act swiftly to address any misconceptions that arise. Pupils who might require additional support, including those with special educational needs and/or disabilities, receive the help that they need to learn successfully.

Many pupils have gaps in their reading and writing knowledge when they join the school. Leaders identify these gaps meticulously and provide sharply focused support so that pupils overcome any deficits quickly.

What it's like to be a pupil at this school

Pupils blossom into confident, thoughtful and resilient individuals who are exceptionally well prepared for life in modern society. Leaders' careful cultivation of pupils' character is particularly worthy of note. This is reflected in pupils' determination to live in accordance with the school's values, which include service and respect.

Pupils embrace meaningful opportunities to serve the school community. For instance, they take on roles as mentors or buddy readers for their peers. Pupils' eagerness to extend their service beyond the school is evident through their engagement with many charity initiatives. These include work with a local food bank. Pupils develop responsibility and self-discipline, which are evident in their highly positive attitudes towards learning and school.

Pupils, including the high proportion who are disadvantaged, are incredibly proud to belong to this school. They appreciate that staff both support them and challenge them to be the best that they can be. Pupils strive for excellence, motivated by leaders' high expectations. Pupils particularly value encouragement from staff to embrace new experiences. For example, some pupils relish participating in school performances, while others enjoy honing their debating skills. Pupils readily support each other to explore these opportunities. As a result, all pupils flourish. Bullying is rare and pupils rightly trust that staff will resolve it swiftly, should it occur.

Pupils benefit from a broad and rich curriculum that is expertly taught. Leaders are fiercely ambitious for pupils, including those with special educational needs and/or disabilities. Any barriers to learning are identified systematically and swiftly dismantled. Pupils achieve highly across the curriculum, particularly disadvantaged pupils, who frequently achieve at least as well as their non-disadvantaged peers nationally. Pupils' attendance is high. They know that they have every chance of success if they engage in all that the school has to offer.

Next steps

- Leaders and trustees should sustain the effectiveness of their work to further refine the quality of teaching to continue to enhance the impact that this has on pupils' experiences of school.

About this inspection

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.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders, including the special educational needs coordinator, during the inspection. The lead inspector spoke with a representative of the local authority. She also spoke with the CEO and the trust's governance professional.

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 inspectors confirmed the following information about the school:

This school is registered as having a Muslim religious character. The school's last section 48 inspection, for schools of a religious character, was in July 2022.

The school does not make use of any alternative provision.

Principal: Sarfraz Shah

Lead inspector:

Sally Rix, His Majesty's Inspector

Team inspectors:

Craig Yates, Ofsted Inspector

Stephen Cox, Ofsted Inspector

Joe Barker, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 20 January 2026

School and pupil context

Total pupils

648

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

800

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

49.38%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

5.56%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

14.51%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	67.2%	45.2%	Above
2023/24 (final)	62.9%	45.9%	Above
2022/23 (final)	51.7%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	52.9	45.9	Above
2023/24 (final)	53.1	45.9	Above
2022/23 (final)	50.7	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	1.20	-0.03	Above
2022/23 (final)	0.71	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	63.2%	25.6%	Above
2023/24 (final)	61.5%	25.8%	Above
2022/23 (final)	43.8%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	50.4	34.9	Above
2023/24 (final)	52.8	34.6	Above
2022/23 (final)	47.9	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	1.26	-0.57	Above
2022/23 (final)	0.57	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	63.2%	52.8%	10.4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	61.5%	53.1%	8.4 pp
2022/23 (final)	43.8%	52.4%	-8.7 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	50.4	50.3	0.1
2023/24 (final)	52.8	50.0	2.8
2022/23 (final)	47.9	50.3	-2.4

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	1.26	0.16	1.09
2022/23 (final)	0.57	0.17	0.41

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	93%	91%	Average
2022 leavers (revised)	93%	93%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.2%	8.1%	Below
2023/24 (3 term)	4.7%	8.9%	Below
2022/23 (3 term)	5.6%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	16.6%	21.9%	Below
2023/24 (3 term)	12.4%	25.6%	Below
2022/23 (3 term)	13.9%	26.5%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted



© Crown copyright