



Eden Girls

EDEN GIRLS' SCHOOL COVENTRY

Annual Report to Parents

2017/2018



What have been our successes this year?

Over the past year, we have:

- Achieved outstanding GCSE results. The school delivered its first set of GCSE results with a progress 8 score of +1.37 which placed Eden Girls Coventry 7th nationally in the performance league tables;
- Exceptional performance in English 91% of students achieving grades 9-5;
- Successful early entry results for Year 10 in Religious Education with 93% achieving grades 9-5;
- Sustained an 'Outstanding' rating by Ofsted;
- Completed exams in new, tougher GCSEs in several subjects for the first time;
- Achieved well above the national average for attendance;
- Continued to improve the standard of our teaching through regular personalised training and coaching;
- Continued to improve the support we provide for learners with special educational needs and complex needs - through new qualifications, enhanced training and better resources;
- Continued to provide excellent pastoral support for our learners, led by our Heads of Year and supported by improved 'mentoring' for our most vulnerable learners;
- Enhanced the faith and character development of our learners through projects such as the 'spirituality days' and a special programme for Ramadan;
- Delivered excellent careers guidance for students of all ages, in line with Gatsby Framework – with impartial guidance interviews, visits by professionals from a range of careers and a careers' fair attended by local employers and learning providers;
- Sustained the role of parents through an active Parents' Shuraa (Council) delivering several projects and events for the wider community;
- Liaised with all of our stakeholders to deliver the annual school improvement plan successfully.

What are we trying to improve?

Currently, we are working hard to:

- Reduce our Persistent Absentee's figure by working closely with the Local Authority to work with hard to reach parents;
- We have also visited schools with outstanding attendance to improve our overall attendance;
- Introduced a Premier Attendance League;
- Sustain our excellent exam results over the next few years, particularly with more challenging examinations being introduced at GCSE. Improve the percentage of students achieving 9-5 in Basics (English and Mathematics);
- Improve the percentage of students who achieve the English Baccalaureate Certificate by successfully achieving grades 9-5 in English, Maths, Science, History or Geography and a modern foreign language;
- Review the vocational subjects we offer to learners;
- Ensure that our provision is sustainable for many years despite significant challenges in our school budget;
- Expand opportunities for our students to have leadership opportunities and take part in enriching experiences in all of their subjects;
- Although our teaching and learning is outstanding overall, we will continue to seek further improvement through enhanced professional development.
- Provide excellent pastoral support to learners – particularly a small minority of learners with particular emotional and behavioural difficulties;
- Enable learners, parents and staff to make better use of our sports, ICT and recreational facilities outside of school hours;

Our School Outcomes

The school has delivered its first set of outstanding GCSE results which placed us in the top 1% of schools nationally for progress.

We were very pleased with our very first set of results which have given us a good benchmark for future years to come. The results below demonstrate that the school's performance was well above national average in all measures.

Headline Measures:

Year	% of students achieving English and Maths at grade 5 (a strong pass)	% of students achieving Ebacc (a strong pass)	Progress 8 Score	Attainment 8 Score
2018	69%	31%	+1.37	57.39

How do we make sure our pupils are safe, happy and well?

At Eden Girls Coventry, we believe that ensuring our learners are safe, happy and well is a key priority. This includes:

- A strong faith ethos with a mission statement that focuses on developing a 'caring and secure Islamic environment enriched with the values of discipline, mutual care and respect';
- An 'Every Child Matters' Group, made up of SENDCo, Heads of Year and senior leaders, meets regularly to support our most vulnerable learners;
- Mentoring provided by trained staff in school who support students with particular emotional, behavioural or spiritual needs;
- Tarbiyyah mentoring for spiritual nurture and guidance;
- Training for staff on safeguarding (including aspects such as radicalisation, and online safety), mental health and first aid;
- Regular assemblies, collective worship and guidance from Learning Co-ordinators that focus on safe practices, good character, effective choices and positive values;
- Guidance to learners on mainstream British values and the risk of radicalisation, extremism and sexual exploitation;
- Regular lessons in PE, Science and Citizenship as well as termly Sports Days that focus on healthy lifestyles;
- Regular opportunities to develop character through regular fasting, charitable giving and initiatives around politeness and volunteering;
- Regular lessons on how to identify and manage risk during their everyday work, rest and play;

- Training all students on the acceptable and appropriate way to use Information Technology and the internet in particular, and monitoring how students use technology;
- All new students and parents receiving an e-Safety session as part of their induction to the school;
- Strong anti-bullying ethos - policy and procedures that ensure that students are supported if bullied and that bullying is addressed promptly and sensitively;
- Rigorous child protection procedures from **safer recruitment** and training of staff to providing training and awareness for students;
- A strong Student *Shuraa* (Council) who meets regularly with the Principal and give an insight into issues that are causing concern.

How are we making sure that every child receives teaching to meet their individual needs?

- At Eden Girls' Coventry we aim to ensure that the needs of each child are taken into account by our teachers. We do this by:
- Providing guided subject choices at GCSE, so that all learners can progress onto Post 16 courses, either A Level or vocational courses;
- Providing withdrawal sessions for particular students to accelerate their progress in literacy and numeracy;
- Setting students in English, Maths and Science;
- Undertaking assessments at the start of Year 7 to identify students who will need support in the classroom with literacy and numeracy;
- Setting individual targets suitable to each child's ability and tracking the progress of each child closely and regularly to provide support when and where needed;
- Working closely with parents and experts in the local authority to develop individual learning plans for students who have special educational needs;
- Providing regular training to our staff to support students with physical and educational needs;
- Assessing students every half-term in all subject areas, so teachers are constantly aware of students who need support and challenge, and how they can help them to improve;
- Differentiating in our lesson planning and teaching to support and challenge the least and most able students;
- Providing training to our staff to deliver lessons with varied activities that engage learners with different ways of learning;

- Supporting learners with special educational needs through qualified and experienced support staff, effective partnership with expert staff from the Local Authority and the best equipment;
- Hold termly Progress Review Meetings with students who are predicted not to make the expected progress and their parents/carers, to ensure yearly target grades are met;

How do we make sure all pupils attend their lessons and behave well?

Our school expects all students to have the highest levels of attendance. We ensure this by:

- Having a clear attendance policy that tackles truancy and monitors attendance closely;
- Recording attendance and punctuality electronically in each lesson;
- Ensuring that all students and parents are aware of our extended leave policy, which bans holidays during term time, and the consequences of lengthy absences on academic progress;
- Asking all parents to make routine medical appointments outside of school hours.
- Reporting attendance to parents each half-term and meeting parents if attendance is too low;
- Working closely with the Local Authority to support students with lower levels of attendance;
- Rewarding outstanding attendance and punctuality by all students.

Our school expects all students to behave well in and around school. We ensure this by:

- Promoting an ethos of high expectations across the school and beyond;
- Celebrating our STAR values of Service, Teamwork, Ambition and Respect;
- Ensuring all students and parents have an induction meeting, sign a “Home-School Agreement” and are aware of the Student Code of Conduct;
- Having a clear rewards and sanctions system that rewards excellent behaviour and progress and deters disruptive behaviour;
- Linking school leadership roles to excellent standards of behaviour and etiquette;
- Providing mentoring for students with persistent emotional or behavioural difficulties;
- Using a graduated system of behaviour reports for students who are persistently disruptive;
- Meeting regularly with parents of students who are persistently disruptive.

How do we deliver 'Leadership' skills as part of our 'Leadership' Specialism?

Our Leadership specialism is at the heart of everything we do. Our students learn all about their rights, roles and responsibilities as young leaders in Britain and the world today. Our Leadership programme develops moral, performance and civic leadership capacities and provides our students with the skills and confidence they need to participate as future leaders and responsible, active citizens in our democratic society.

This year we are growing STEM, performance, sports, community leadership opportunities together with the Duke of Edinburgh Awards Scheme and increased widening participation opportunities with Russell Group universities.

To help our students to become successful leaders and active citizens we:

- Deliver Citizenship lessons and offer opportunities for students to serve the local community through our community services project and fundraising events;
- Recruit our students to important leadership roles within the school – such as Student Council, Senior Student Team, Prefects – to promote positive relationships between students, represent their concerns and show leadership of key areas of the school. In particular, the Student Shuraa (Council) is elected by their peers following a democratic campaign and meet with the Principal on a half-termly basis;
- Ask our student leaders to represent the school at key events such as memorials to mark the Holocaust, the London and Manchester Attacks and Armistice Day;
- Encourage our students to lead on charitable projects;
- A programme of special assemblies, fasting, reflection circles, charitable giving and community service to promote personal and character development;
- Participation in 'World Book Day', 'National Science Week' and other special days to mark wider learning in each curriculum subject

Participation in 'Spirituality Days', 'Activities Week' and other activities to enhance creative and values learning.

Develop an appreciation of British values and the centenary of World War 1.

A library with hundreds of books of all genres to engage and encourage learners to read.

Involvement in local authority projects aimed at community cohesion – including marking key events such as the Holocaust, Srebrenica Memorial and Armistice Day.

What do our pupils do after Year 11?

- Students went on to study 'A' level/ Level 3 courses at local Sixth Form Centres.

What have we done in response to our Ofsted report?

The school was inspected by Ofsted in July 2017 and was rated as 'outstanding' in all areas. However, we want to keep improving. In response to our Ofsted inspection report, we have:

- Recruited two Geography teachers to improve performance;
- Improved progress in English through GCSE outcomes;
- Trained staff on data and how to use it to improve student outcomes;
- Continued to improve our curriculum by introducing more subjects and more choice. This includes subjects such as Drama, Nasheed/Music, Vocational PE and ICT;
- Sharing excellent practice to all of our teachers.

What capital (buildings) projects did we undertake last year?

- Yellow markings on steps and outside areas for safety;
- Grassed area in front of school building;
- Developed the grassed area next to the MUGA;
- Improved the outside appearance of the school by improving the flower bed areas with new planting and bark chippings;
- Developed the peace garden;
- Improved security with a key pad entrance for staff;
- Moved fencing and installed new footpath to make the route to the rear car park safer;
- Splashbacks put behind all driers, water fountains and art room sinks;
- Improved quality of safety lighting;
- Extra gate fitted on MUGA so that easier access for fire evacuation.