



Eden Girls

Eden Girls' School, Coventry

Prospectus

2020 – 2021



An Academy with an Islamic Faith Designation and a Specialism in Leadership.



And say – Oh Lord! Increase me in my knowledge!

(The Holy Qur'aan, 20:114)

A Welcome from the Chief Executive

Assalaamu Alaikum (Peace Be With You)

Dear Parent / Carer,
We are proud to present to you the prospectus for Eden Girls' School, Coventry. In this prospectus, you will find all that you need to know about our school: its history, its values and its vision for the future. This prospectus will give you an insight into what it means to be a student at one of the most outstanding schools in the country: the richness of the classroom experience, the range of activities open to all students and the care that we take of each individual young woman.

It is in this school that, God willing, your daughter will fulfil her potential and emerge as a confident and articulate citizen, proud of her faith and values and ready to contribute to her community. We would like to thank you for considering Eden Girls' and wish you well in the future.

(Mufti) Hamid Patel
Chief Executive
Star Academies

A Welcome from the Principal

Assalaamu Alaikum (Peace Be With You)

Dear Parent/Carer,

It has been my privilege and honour to work at Eden Girls' School, Coventry since the beginning in 2014. I came to the school as Vice Principal and now have the honourable role of leading the school as Principal. Over the past 6 years the school has grown and gone from strength to strength, and is now one of the leading schools in the country. In 2014, the goal was to create a school, with a distinctly Islamic ethos, that would deliver a world class education to girls from all over Coventry, regardless of their socio-economic, or academic background. Our academic results speak for themselves, and I believe we have achieved or goal.

Here at Eden, we work hard to ensure that the daughters you entrust to us, are afforded every opportunity to become academically, socially, and spiritually, successful. We marry academic success with an awareness of wider social and community responsibility by framing our work and curriculum around our STAR values of Service, Teamwork, Ambition, and Respect.

Service to our community and each other, **Teamwork** with our staff, students, parents, and the wider community, **Ambition**, collectively and individually, to be the best that we can be, and **Respect** for all. These things, this mindset, permeates all that we do, and all that we plan to do. Our students and staff embrace the challenge presented by ethos and, ultimately, this translates to successful outcomes for all.

Our pursuit of excellence is based upon our unshakeable belief that every person is unique, is special, and has the capacity to succeed. Whilst we have our common goals and ambitions, your daughters, our students, are treated as individuals and encouraged, nurtured, and guided, to become participatory, and successful citizens and exemplary members of their communities.

Our prospectus offers an insight into what is available at Eden. We hope you consider us as educators for your children.

Mr Anand Patel
Principal



A Welcome from the Head Girl

Assalamu Alaikum (Peace Be With You)

Eden Girls' School Coventry has been an experience I shall treasure forever. The opportunities I have been given at Eden Girls have been absolutely phenomenal. I really cannot thank all the staff, governors and students enough for this. To conclude my Eden Girls' journey as Head Girl has been a dream come true; I'm not sure that I would have had these same opportunities elsewhere. It is because Eden Girls have so much interest in enriching us to be all rounded individuals that these opportunities arise. Eden Girls has shaped me into being a person who resembles honesty, integrity, sincerity, compassion and mutual respect to everyone. The school strives for excellence with a commitment to instil high aspirations with a desire to learn and an ambition to achieve.

One of the fundamental aspects of my time at Eden, has been the emphasis of character development. It has taught me to represent qualities such as: humility, tenacity, self-respect and most importantly, self-belief. Without self-belief, one is unable to bloom as an individual and rise above perceived limitations. Good character has been deeply rooted within the cores of our staff and students and this is shown by the constant care and patience presented daily within learning.

From the outset, the opportunities provided have allowed me to form a connection with my fellow citizens of Coventry through fundraising and community service. Not only is educational excellence part of Eden Girls' mission, but service to communities also. We have been privileged to be able to raise money for various charities, collect for the local harvest and organise a weekly Food Bank for the underprivileged. All of which bring a rewarding feeling as we are fulfilling our duties

of citizens of Coventry and young Muslim women. I believe the importance of community service is mirrored in the hadeeth 'The human body is one- if one part of the body is in pain, the whole body suffers'. This meaningful quote clearly illustrates society as united. It is our duty to help one another and to 'be the change we want to see in the world'.

The standard of the education I receive is exceptional. Eden Girls provides a high quality and intellectually challenging educational environment. This allows each pupil to broaden their horizons and deepen their learning. Each member of staff truly cares for us as though we are their own. Their hard work, efforts and tirelessly long hours shows their determination in watching us succeed. Many of us look along vast landscapes for an idyllic role model, but mine are the very people I see daily. One of my goals in life is to epitomise the members of staff in Eden Girls.

Finally, my journey throughout secondary school has consisted of many challenges and encounters. But, it is times like this when we must put our trust in the Almighty to protect us throughout and show us a rewarding end. The school's atmosphere and community has helped me through these trials also, by sticking by my side and being the shoulder I need to lean on. Eden has persistently reminded me of my 'future' and that each individual is unique, special and capable of their wildest dreams. We must not limit ourselves, however we must extend our goals in order to 'run faster than we imagined and become the person the Almighty destined for us to be'.

Lamees Ahmedabadi
Head Girl

Our Values, Vision, Mission and Priorities

Our Vision

Our ambition for the future

Nurturing today's young people, inspiring tomorrow's leaders.

Our Mission

What we do

To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

Our Priorities

What we deliver

Keeping our pupils safe, happy and well.

Achieving and sustaining excellence.

Looking after our staff and community.

Our Values

What we stand for

Service
Being a responsible citizen in our community

Teamwork
Working together for excellence

Ambition
Aspiring to be our best

Respect
Treating others as we wish to be treated

Making it Happen

We have identified three tangible outcomes for our vision:

- *Keeping our pupils safe, happy and well.*
- *Achieving and sustaining excellence.*
- *Looking after our staff and community.*

Our mission statement is:

To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect, which extends beyond the school into the wider community.

All schools have a mission statement. The words of Eden Girls' mission statement are to be found around the building, in all of our documents and in the hearts and minds of all those who work with the school. It is not simply a statement of values; it is a statement of intent. The star is an emblem of excellence and integral to our aspirations. We pay rigorous attention to what our young women learn, how they learn and how we can prepare them for life beyond Eden Girls'. It is a demanding, yet wonderful responsibility. What follows is an exploration of our mission statement.

Our mission consists of three key elements:

Educational excellence

- A belief that everybody has the potential to succeed within a high quality and intellectually challenging educational environment.
- A commitment to instilling high aspirations, a desire to learn and ambition to achieve.
- A personalised approach to securing excellence, stemming from a passionate belief that each individual is unique and special and capable of rising above any perceived limitations.

Character development

- A cohesive identity so that our pupils, their parents and communities feel a strong sense of belonging to the Eden Girls' "family".
- A passionate focus on a values-based education that instils honesty, integrity, compassion and mutual respect into all our pupils.
- A strong core of tenacity, self-respect and self-belief that inspires each pupil to become the best person they can be.

Service to communities

- A determination to develop outstanding British citizens who are proud of, and contribute to, the social and economic prosperity of our country.
- A sense of personal accountability and of responsibility to others.
- A commitment to charitable endeavours and to making a difference to our world.

Our Leadership Specialism

Our school has a focus on developing leadership. Through a focus on sports, arts and culture, entrepreneurship, technology, oracy, service learning and university access, our high quality leadership programme builds moral, performance and civic leadership capacities. Together, these strategies ensure that our students not only 'do their best' but 'do the right thing' too.

Faith and Character Education is at the heart of everything that we do and defined by the following statements:

- Faith as a force for good.
- A cohesive identity – one family, one world.
- A faith and a spiritual identity that connect the whole world – we are all from the family of God.
- An approach that has relevance for people of all faiths and none.
- A belief that we are all part of, and are contributing to, something far greater than ourselves.
- A focus on character development – exemplary behaviour, respect, care, compassion, justice, tolerance, strength and self-discipline.
- An environmental responsibility – a green and sustainable agenda.
- A healthy mind, body and soul.

We are part of a community which believes that:

- Serving God, honouring the Prophets and loving each other is the central focus of our lives.
- We should demonstrate the values of Ikhlas (Sincerity), Ihsan (Going the Extra Mile) and Itqan (Striving for Excellence) in everything we do.
- Our faith can be a force for achieving good in our lives and in the world.
- We want to be the best people of faith and the best British citizens that we can be.
- The more we learn about our faith, the more we discover God and ourselves.
- Being faithful to our Lord is also about respecting and loving people of all faiths and none.

Faith and Character Education will inspire us to:

- Develop a healthy body and a healthy mind.
- Commit to regular prayer/self-reflection.
- Maintain good relationships and communicate lovingly with everyone we know.
- Serve others passionately.
- Take responsibility for looking after our planet.



Keeping Our Learners Safe, Happy & Well



Keeping our learners safe, happy and well is paramount to everything we do.

To achieve this, we ensure that the safeguarding of our learners is our top priority. We ensure that learners are kept safe from harm within school and we have robust systems in place to ensure that they are protected at all times.

We ensure that learners are protected from bullying and equipped with the skills needed to use the internet in a manner that keeps them safe – including being aware of the risks of cyberbullying, sexual exploitation and radicalisation. As a school, we fulfil our PREVENT Duty in a robust and comprehensive manner – and ensure that our faith ethos is consistent with fundamental British values and focused on developing excellent character.

The school has bespoke initiatives to support learners with special educational needs and emotional and behavioural difficulties. Our pastoral care is a priority and we work with parents and external agencies to ensure excellent attendance, punctuality and standards of behaviour. The health and wellbeing of learners is also supported through a clear focus on healthy eating, sports activity, the Arts and emotional wellbeing.

Safeguarding

To ensure that we have the most responsive systems for keeping our learners safe, we:

- Have a robust Safeguarding Policy and a DSLP (Designated Safeguarding Lead Person) in the school.
- Deliver annual training for our staff on how to protect our learners from harm.
- Complete strong recruitment checks on all prospective staff and vet all speakers who visit the school.
- Have installed systems to filter what our learners can access on the internet, monitor the use of our computers to prevent cyber-bullying and teach our learners about the safe use of technology.
- Deliver regular lessons on key issues such as radicalisation, child sexual exploitation, female genital mutilation and forced marriage.
- Complete regular health and safety checks of our building, grounds and equipment.

Health & Wellbeing

To develop the health and wellbeing of our learners, we:

- Have a programme of support for all medical needs (including a clear policy on dispensing medication, delivery of all vaccinations with parental consent and trained emergency first aiders in school).
- Deliver learning on sexual health, consistent with our faith ethos.
- Have regular visits by a nurse, so that our learners can get confidential advice on their health.
- Serve food that meets the highest nutritional standards.

- Deliver up to two hours of Physical Education each week for learners, with termly Sports Days and after-school clubs delivered in partnership with providers such as Blackburn Rovers Football Club.
- Deliver Art to GCSE Level, annual Art Days, Nasheed (Music) and Drama to promote the cultural development of our learners.

Faith and Character Education Development

Part of keeping our pupils safe, happy and well is our faith offer. Our faith ethos lies at the heart of all that we do at Eden Girls'.

Our policy on Faith and Character Education sets out the faith programmes available for young people at our school. All are optional. The school has also developed an offer for non-Muslim children to ensure their faith or cultural needs are met.

The focus of our programmes for faith and character development is to encourage all of our students to develop and progress towards five outcomes:

- Develop a healthy body and healthy mind.
- Instil a culture of prayer and/or self-reflection.
- Maintain positive relationships and how we communicate with each other.
- Commit to serving others.
- Take responsibility for conserving our environment.

Our Faith & Character Education Offer

Faith Activity	Description	Year Group				
		7	8	9	10	11
PSHE Programme	Building character through active PSHE lessons.	•	•	•	•	•
Eden Girls' Charity events	Various activities, initiatives and events.	•	•	•	•	•
Friendship Group	This is a group of students with emotional and behavioural difficulties who are provided with a range of bespoke rewards, sanctions and mentoring opportunities to support them to improve.	•	•	•	•	•
Islamic Dates and Events	Iftaar (opening of fast) Events, Hajj (pilgrimage) programme, Ramadhaan activities.	•	•	•	•	•
Spirituality Days	Set dates, revolving around fund raising and reflection.	•	•	•	•	•
Professional Workshops	Dramatisations, workshops, resources and activities by organisations such as PREVENT.	•	•	•	•	•
National Citizenship Week	Fundraising activities.	•	•	•	•	•
Registration Activities	e.g. Hadeeth (thought) of the Week, special chapters from the Qur'aan (Surah Kahaf, Surah Yaseen, Surah Fatiha etc.) Review personal goals.	•	•	•	•	•
Surah Fatiha (Opening Chapter of the Qur'aan)	Recited by a student before their peers at the start of each lesson.	•	•	•	•	•
Self-Progression Maps	Students set personal and spiritual goals on a weekly basis in their planners.	•	•	•	•	•
Sunnah (teachings of the Prophet PBUH) Fast	Mon and Thurs Fasts during winter months.	•	•	•	•	•
Prefects and other leadership groups	Modelling behaviour and surveillance through different roles such as Head Girl & Head Prefect, Shura (Council) Reps, Form Reps, Prefects, Peer Mentors, Friendship Group and Librarians.	•	•	•	•	•
Religious Studies lessons	Students learn about their faith and other faiths.	•	•	•	•	•
Salaah Opportunities	Use of prayer hall to perform Zohar (afternoon).	•	•	•	•	•
Weekly Assemblies	Delivered by students and dedicated to messages for spiritual, moral, social and cultural development.	•	•	•	•	•
Keynote Assembly	Once-a-month special assembly with external guests, focusing on character and spiritual development.	•	•	•	•	•
Tauheedul Baccalaureate	Character Achievements rewards for Community Service (all year round).	•	•	•	•	•
Interfaith Conference	Students from all faiths and none, meet to learn about and celebrate one another's faiths and/or cultures.	•	•	•		
Ramadhaan Activities	This includes donating lunch money to charity to fund Eid gifts, daily Qur'aan recitation to complete a full Qur'aan each week and lunchtime seclusion ('Itikaaf') circles.	•	•	•	•	•
E-Safety Workshop	Students and parents are offered workshops e.g. on Induction days. Students also have e-safety poster prompts.	•	•	•	•	•
Seerah Competition	Students writing how the teachings of the beloved Prophet (PBUH) relate to the modern world.	•	•	•	•	•
Humanitarian Club	Organising events for fundraising.	•	•	•	•	•
Tarbiyyah Mentoring	For learners who are going through bereavement, difficulties with family crisis of faith issues, there are trained mentors available to support them in a confidential manner.	•	•	•	•	•

'Leaders provide spirituality days and thoughts of the week. Pupils explore the relationship between faith and their role as exemplary citizens.'

Spiritual, Moral, Social and Cultural Development

To promote the spiritual, moral, social and cultural development of our learners, we:

- Have a code of conduct for all staff and students, deliver weekly assemblies and have a full programme of activities to complete during registration.
- Promote learning from, with and about other faiths – particularly during Religious Studies lessons.
- Deliver Citizenship Studies (including teaching on Fundamental British Values) for all students, up to and including GCSE Level.
- Enable the study of Art, Music, Drama and Literature to develop a strong awareness of culture.
- Promote fundraising opportunities so that our learners can develop a commitment to charitable giving. Each year, around £8,000 is raised by our students for local, national and global causes.
- Encourage our learners to participate in volunteering – through the Duke of Edinburgh Award and our own STAR Diploma. Last year, our students completed over 9,700 hours of volunteering between them during the academic year 2017-2018.

Learners with Special Educational Needs and Disabilities

We work hard to meet the needs of all students with special educational needs (SEND). We give priority to children with SEND in our admission arrangements and employ qualified staff to provide specialist support to girls with particular needs.

A detailed policy is available on request and our School Offer is available to view on our website.

In particular, to support learners who are gifted and talented or have specific learning difficulties, we:

- Offer bespoke qualifications to recognise progress in literacy, numeracy and other curriculum subjects.
- Have excellent relationships with the Local Authority and external agencies to maximise the support we can provide.
- Have developed resources to support learners with visual impairment and hearing impairment.
- Challenge our Gifted and Talented learners with competitions such as those offered by United Kingdom Maths Trust.

Behaviour for Learning

We expect the highest standards of behaviour from our learners. To achieve this, we:

- Have a robust Behaviour Policy, available on our website – this outlines clear expectations, regular rewards and consistent sanctions.
- Have a code of conduct for all students – which outlines how we expect them to behave in lessons, around school and when on the internet.
- Record all incidents of excellent and poor behaviour and report these to parents each half-term.
- Have introduced a new STAR Diploma Award to promote excellent attendance, behaviour and volunteering.
- Deliver training to all staff on managing behaviour.

Attendance

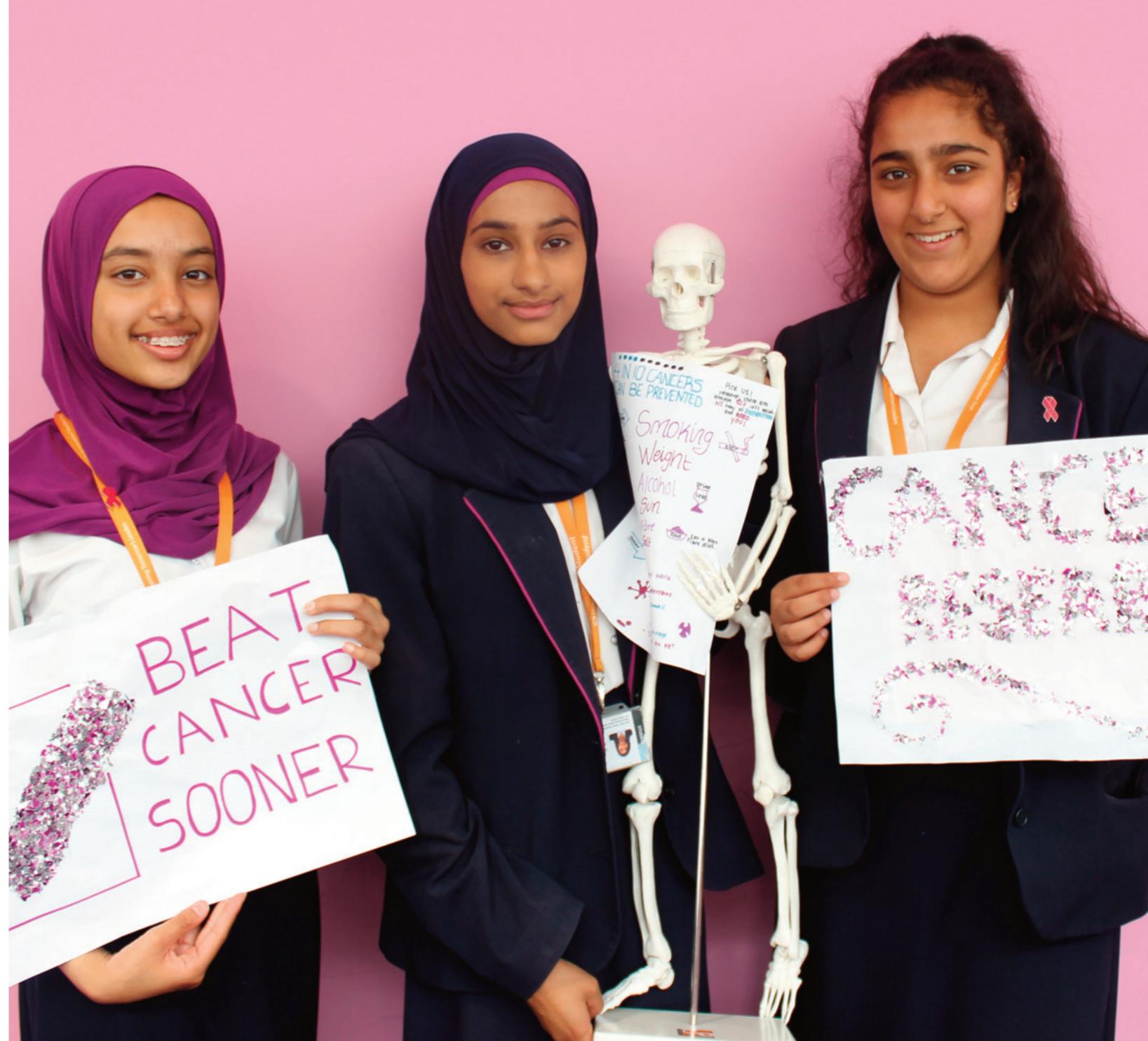
We expect a very high standard of attendance and punctuality from all of our students, and we regularly monitor each student's record. We expect attendance at 98% or above (which means that a student should not miss more than four days of school during the year).

In accordance with Government guidelines, and our Attendance Policy, learners will not be given permission to have a holiday during term time.

Pastoral Care

As well as supporting their academic development, we aim to deliver the best pastoral care possible. To achieve this:

- Every year group has its own Head of Year who is responsible for ensuring the welfare of the students in that year group and who works closely with parents and guardians to provide a coherent support structure for the young person.
- There is a full programme of activities during morning registration time, aimed at personal and pastoral development.
- We have an assembly programme - with visiting speakers and advice on healthy living.
- We have a large number of activities to develop our students as leaders. These include:
 - Students participating in key roles such as Shura (Council) Representative, librarian, prefect and ambassadors for the school.
 - Participating in regular school debates and leading school assemblies.
 - Representing the school in competitions and tournaments.
 - Participating in programmes such as the Duke of Edinburgh Award.
- We work closely with primary schools to ensure that our learners have a successful transition to secondary school.
- We have trained mentors to provide bespoke mentoring and counselling for learners going through a difficult time or who are at risk of harm.
- Our senior leaders meet regularly to discuss strategies to support our most vulnerable learners.



Attendance

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
No of students on roll	102	205	332	456	561	580
Attendance for the year	97.1	97.1	97.0	96.8	94.4	94.7
% of authorised absences for the year	2.4	1.9	2.2	2.3	4.7	4.3
% of unauthorised absences for the year	0.5	1.0	0.8	0.9	0.9	1.0

‘The school's work to promote pupils' personal development and welfare is outstanding.’

(HMI - Ofsted 2017)

Achieving and sustaining excellence

Our pursuit of academic excellence is based on a simple premise; that whatever your daughter achieves in terms of academic results on leaving the school, she could not have achieved any more. She has fulfilled her potential. This process involves a great deal of hard work from all involved – the school and its teachers, parents and guardians, and, most importantly, the students themselves.

What underpins excellence at Eden Girls' is what happens in the classroom, the way we teach, how we assess and how we promote a culture of achievement in the school.

As a narration of the Prophet Muhammad [pbuh] teaches us, 'People are like treasures – just like treasures of gold and silver'. As we are aware, gold and silver do not simply come out of the ground ready to be made into jewellery. Much effort is spent locating the gold, extracting it from the ground, and then craftsmen labour for hours on end to turn these materials into things of beauty.

Our teachers take enormous care in the preparation of lessons. We believe in the maxim 'Those who fail to plan, plan to fail'. Our lesson plans are highly detailed and ensure that each hour in the classroom really counts. We think of the needs of all students, whatever their ability, and how we can make optimum use of the resources available.

Homework is set regularly, which will both consolidate the learning from the classroom, and also promote further independent study.

We assess our students frequently, and use this information to inform our planning. If the data is suggesting that a student is in danger of not achieving her potential, then we plan a programme of intervention, possibly including lessons after school, to ensure that she is not falling behind.

We respond promptly to any issue relating to achievement. We will also, when required, provide additional inclass support for any student who has particular learning needs.

Each half-term, we will send a report card to parents and guardians on how their daughters are making progress at school and invite them to consultation evenings, where they can meet teachers to discuss matters on a more personal level. If your daughter is achieving below nationally expected levels, we will ask you to

come to school every half-term, and meet with a senior leader to discuss progress and agree targets.

The students at Eden Girls' work in a culture of praise and constant encouragement. There are whole-school assemblies where the focus is on the celebration of achievement, effort, leadership and teamwork.

We make learning both challenging and fun and our attendance statistics show that our students enjoy coming to school.

It is our responsibility to give all students who leave Eden Girls' the widest possible options in terms of careers and further study.

We had our first set of GCSE results in 2018 and these results bear witness to the real determination of our staff and our governors to create school where no stone is left unturned in the pursuit of excellence.

Students, like adults, are not all the same. We have different needs, at different times. We learn in different ways, and have different interests and areas of strength. Young people are motivated to achieve in a variety of ways and have a great variety of dreams and ambitions. Eden Girls' will never adopt a 'one size fits all' view of education: our vision is for a truly personalised approach to learning and teaching.

- We give students access to online resources, which promote independent learning both at school and in the home.
- The Homework Policy ensures that homework is set and marked regularly, links in with classwork and is appropriate to the ability level of the student.
- Our Learning Support Policy ensures that students who have particular needs, for example with literacy or numeracy, receive the help they need.

Our curriculum is unique and challenging and is primarily focused on the subjects that make up the English Baccalaureate. These subjects are: English, Maths, Science, Computer Science, Modern Foreign Languages History and Geography.

However, we also provide a broad and balanced curriculum with strong opportunities for creative and technical learning in all year groups.



At Key Stage 3, students study:

- English
- Maths
- Science
- Geography
- Religious Studies
- History
- Art
- Performing Arts (Nasheed (Music) & Drama)
- French or Arabic
- Computer Science
- Physical Education
- PSHE

At GCSE, students study:

- GCSE English Language
- GCSE English Literature
- GCSE Maths
- GCSE Double Science (or separate Sciences in Biology, Chemistry and Physics)
- GCSE History or GCSE Geography
- GCSE French or GCSE Arabic
- GCSE Computer Science or Cambridge National Creative iMedia
- GCSE Religious Studies
- GCSE Citizenship
- GCSE Art
- Cambridge National Sports Studies
- GCSE Literacy & Numeracy Support

Students also receive additional time for personal study and get the opportunity to undertake projects relating to community service and charity.

All of our students are able to study courses to achieve the English Baccalaureate – a national certificate given to those students who complete GCSEs at grades 9-5 in English Language, Maths, Double Award Science, History or Geography and a Modern Foreign Language.

In addition to Double Award Science, our brightest students will be able to complete further science courses the equivalent of triple sciences. This will help them to prepare for the demands of A Level Sciences.

Enrichment Clubs

In addition, all students will benefit from an enrichment programme to complement the work undertaken by teachers in the classroom that includes:

- Termly outdoor activities
- University visits
- Student Shura (Council)
- Duke of Edinburgh
- Sky Blue Coventry City Football Club Sessions
- Yoga
- Raising Female Aspirations
- Urdu classes
- Fashion & Textiles Club
- Boxercise
- Nasheed Choir
- Cycling
- Swimming
- Cookery Club

Our Exam Results

	2018	2019	2020
% of students achieving 9-5 in English & Maths at EGSC	67	55	67
% of students achieving 9-5 in English & Maths Nationally	43	43	TBC
% of students achieving 9-4 in English & Maths at EGSC	90	80	82
% of students achieving 9-4 in English & Maths Nationally	64	65	TBC
% of students entered for the English Baccalaureate at EGSC	94	98	99
% of students entered for the English Baccalaureate Nationally	38	40	TBC
% of students achieving the English Baccalaureate at EGSC	52	46	61
% of students achieving the English Baccalaureate Nationally	24	25	TBC

'Leaders have worked tirelessly to create a highly aspirational culture of academic performance, moral development and civic duty.'

(HMI - Ofsted 2017)

Looking after our staff and our community

Outstanding schools do not work in isolation, cut off from the rest of the community. Outstanding schools like Eden are constantly looking ahead to the future needs of our students, our staff and our community.

To this end, we are:

- A school with a specialism in 'Leadership'. Through this specialism, our students are inspired to become exemplary citizens.
- Part of an extended School Cluster, providing activities for young people and adults across the community
- Developing our unique Khidmah (service) programme involving community service and charity work for all students.



A Parent Shura (Council) also supports us to make the right decisions for our learners and to help to improve the provision at the school.

As a parent, you can join the Shura or ask them to raise concerns with, and provide feedback to, the leadership of the school.

Supporting our Staff and Governors

To support our staff and Governors, we:

- Induct our Governors and staff methodically and thoroughly.
- Have Governors responsible for key areas of the school – such as Safeguarding, Faith Ethos, and Curriculum.
- Have a highly qualified and fully trained team of teaching assistants to support learners with special educational needs.
- Deliver training regularly to all staff – including those who fulfil non-teaching roles.
- Deliver programmes and qualifications to support staff to become effective leaders.
- Support our staff with the costs of healthcare and provide fitness sessions on a regular basis.
- Support our staff to manage their workload and to allow them to work as flexibly as possible to support learners.

Supporting Our Parents

To support our parents, we:

- Have a Parents' Shura (Council) which meets the Executive Principal each term - providing advice, giving feedback and raising concerns.
- Deliver 'coffee mornings' and 'coffee evenings' with advice to enable parents to support the learning and development of their children.

Supporting Our Wider Community

To support our wider community, we:

- Deliver regular Open Days and Open Evenings.
- Encourage volunteering through our annual community service program where our learners dedicated over 9,700 hours.
- Engage with local employers, universities and entrepreneurs to deliver learning, promote specific professions and impart careers guidance to our young women.
- Raise around £8,000 each year for local, national and global causes.
- Commemorate important events – such as the Holocaust and Armistice Day – by participating in local functions.

Supporting Other Schools

To support our wider community of schools, we:

- Provide programmes of training for middle and senior leaders in other schools.
- Deliver training and professional support to other schools, including faith and non-faith schools.
- Have nurtured effective partnerships with the Local Authority and other statutory bodies to support the learning of our students and the development of our wider community.

How to apply for a place

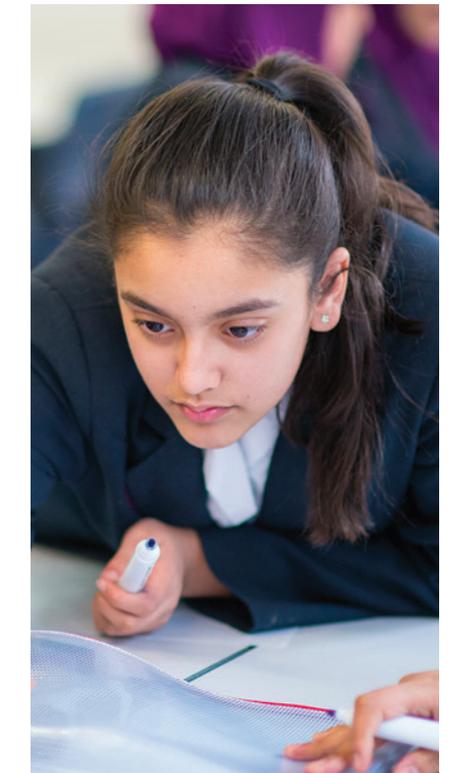


If you are currently in Year 6, the school's Open Evening is in September.

The applications for admission to the school are administered by Coventry Local Authority.

A detailed description of the process and the arrangements can be found on the Local Authority website:

www.coventry.gov.uk/admissions



Eden Girls' Quotations

What our Ofsted inspectors say...

'Eden Girls' School, Coventry is an outstanding school.'

'Pupils and staff agree that behaviour is virtually impeccable.'

'Pupils' attendance is well above the national average, and above the national average for girls and the ethnic groups represented in the school.'

'Lessons are highly focused; pupils are engaged and work hard to make the most progress they can.'

'Pupils consistently work with fervour and focus. As a result their progress over time is outstanding.'

'Pupils are ambitious, brave and confident mathematicians.'

'Staff are highly supportive of leaders and morale is high because staff see the positive impact of their work.' (HMI - Ofsted 2017)

What our teachers say...

'We are not doing a "job". We are building the future; this is a responsibility we all take very seriously.'

'I have learned so much about effective teaching.'

'I am proud to work for school that goes above and beyond for the pupils.'

What our students say...

'The teachers really listen to you here.'

'In Mathematics, teachers make the impossible possible.'

'I feel safe here... They make learning fun!'

Eden Girls' School, Coventry

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