



Eden Girls

Eden Girls' School, Slough

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

School Profile 2017



Part of Tauheedul Education Trust

What have been our successes this year?

The school's achievements in 2016-17 included:

- The successful induction of the school's second cohort of 115 pupils and 20 members of staff;
- 2 Successful DFE Monitoring Processes confirming the school's secure progress in its second year;
- 3 Successful TET Monitoring Visits conducted by trained HMI inspectors consistently judging the school as:
 - Outstanding for its Leadership & Management
 - Outstanding for the Personal Development, Behaviour and Welfare of pupils
 - Good/Outstanding for Teaching, Learning & Assessment
 - Good/Outstanding for Outcomes for Pupils;
- Excellent outcomes in End-of-Year assessments, indicating that pupils are on track to achieve the Trust's challenging targets for the school to be in the top 5% nationally for all indicators;
- Excellent outcomes for disadvantaged pupils, in line with all pupils and TET targets and significantly above local and national averages;
- Attendance of 97%, again in the top 5% of schools nationally;
- The school establishing itself in the local community and gaining the trust of parents, evidenced by over 300 applications received for admissions to Year 7 in 2017. The school is over-subscribed and has a waiting list for all year groups;
- Pupils demonstrating an exemplary commitment to serving others, raising over £3 000 for a variety of worthy charitable causes;
- The effective management of the school's financial resources, finishing the year with a £130, 000 in-year surplus;
- The successful completion of the construction and relocation to the school's permanent site, an inspiring estate and stunning learning environment.

The school secured very good standards of Teaching, Learning & Assessment. Particular achievements related to this area included:

- Strategic development of the curriculum in line with the Trust vision and curriculum policy and with a particular focus on the teaching of GCSE subjects in line with new specifications from exam boards;
- Teaching judged as consistently good or better in internal QAP observations and external monitoring visits. 90% of all lessons were judged as 'good to outstanding' in line with TET Key Performance Indicators. 50% of all lessons were judged as 'outstanding';
- The appointment of an Assistant Principal for Inclusion and effective support provided for learners with special educational needs and disabilities as a result of strong leadership of inclusion provision.

The school established a strong faith provision in line with its designation as an Islamic Faith school. Notable achievements included:

- Development of inter-faith programmes, marking significant events from different World religions during assemblies;
- Strong provision of Spiritual, Moral, Social and Cultural (SMSC) provision and promotion of Community Cohesion;
- The school undertook a detailed and thorough evaluation of its Faith provision captured in its comprehensive Faith Ethos SEF.

The school worked hard to deliver a meaningful leadership programme in line with its leadership specialism. Achievements included:

- Elected pupils undertaking their Student Shura role effectively with additional leadership capacity provided by nominated school prefects;
- Pupils' service to the community enhancing community cohesion. Pupils raised over £3000 for charitable causes including £1000 for Shelter, and £500 for Slough Homeless our Concern (SHOC) and Slough Food Bank;
- High levels of parental engagement supporting leadership and charitable initiatives including the First Give Project;
- Public demonstrating civic leadership at local community events promoting unity and cohesion.

The school prepared throughout 2016-17 for its relocation to its permanent site and took occupancy of the building on Monday 21st August. Achievements related to this area include:

- Ensuring effective management and communication of the relocation with the parent community;
- Provision of effective security in the new estate;
- Close partnerships with ICT and FFE ensuring that the school is fully equipped to open in September 2017.

What are we trying to improve?

During 2017-18 Eden Girls' School Slough will enter the next exciting phase in its development. Priorities for ongoing improvement include:

- Managing the successful induction of a significant proportion of new pupils and staff. The school will need to maintain the outstanding levels of personal development, behaviour and welfare of pupils and ensure new staff are supported in adapting to the high expectations of the school.
- Distributing and developing outstanding leadership at all levels, supporting middle leaders to gain accreditation for their developing leadership skills through the NPQML.
- Providing meaningful professional development opportunities for all staff and establishing robust succession planning for the school.
- Maintaining excellent standards of site supervision and health and safety in our new school estate.
- Adapting systems and structures to our new school estate.
- Developing further an effective learning organisation with a high performance culture throughout, focused accountability and performance management.
- Registering the school as an Exams Centre with the Joint Council for Qualifications.
- Developing a curriculum which offers breadth, innovation and excellence to meet statutory requirements, engage all learners and support attainment in the medium and longer term with a particular focus on the new teaching of GCSE content at Key Stage 4. The school aims to replicate the success of Tauheedul Islam Girls' High School and Tauheedul Islam Boys' High School with ambitious targets to ensure that 80% of pupils in all Year groups are on track to achieve grades 9-5 in GCSE English & Maths with an overall Progress 8 score of +1.
- Supporting pupils in Year 10 to complete their first series of GCSE exams in MFL with at least 80% of pupils achieving Grades 9-5. Success in early-entry GCSE French is essential to creating momentum for the school's first full set of GCSE examinations results in 2019.
- Ensuring consistently outstanding standards of teaching.
- Ensuring that the school's enrichment programme continues to grow and improve as a result of our additional staffing.
- Developing data management systems to enhance the identification of pupils in need of intervention.

- Developing strong programmes to meet the needs of all pupils including those with Special Educational Needs and Disabilities and the Gifted and Talented.
- Developing pupil support and pastoral structures, including personal and spiritual development, to foster a caring and secure Islamic environment.
- Developing pupils' understanding of healthy living through the Active Movement Programme.
- Preparing for a likely Ofsted inspection.
- Preparing for a likely Section 48 Inspection of the school's Faith provision.

How well do pupils achieve?

Pupil Learning Outcomes at the end of 2016-17 demonstrate the school's commitment to the highest academic standards. Notable achievements included:

Our Year 9 cohort performing very well in end-of-year assessments, generating the following teacher predictions for outcomes in 2019:

- Attainment 8: 61.4
- Progress 8: 0.9
- Grades 9-7 in English and Maths: 28%
- Grades 9-5 in English and Maths: 86%
- Grades 9-4 in English and Maths: 94%
- EBACC (Strong Pass): 70%

Forecasts for other Year groups is similarly strong. Based on rigorously moderated teacher assessments the school can point to the following projected outcomes:

- Year 9: 75% Grades 9-5 in English and Maths
- Year 8: 85% Grades 9-5 in English and Maths

The outcomes for disadvantaged pupils in Year 9 are strong. In end-of-year assessments conducted in June 2017 outcomes were as follows:

- Forecast Attainment 8 score for disadvantaged pupils: 61.43 (2016 Top 5% for all pupils: 58.6)
- Forecast % Grades 9-5 in English & Maths for disadvantaged pupils: 81%
- Forecast % EBacc with Strong Pass for disadvantaged pupils: 71% (2016 Top 5% for all pupils: 48%)
- Forecast Progress 8 score for disadvantaged pupils: 0.97 (2016 Top 5% for all pupils: 0.53)

There are no gaps between the proportion of disadvantaged pupils in Years 8 and 9 forecast to achieve Grades 5-9 in both English and Maths with their peers and in a number of cases our disadvantaged pupils are performing better than their peers.

In end-of-year assessments conducted in June 2017 outcomes were as follows:

- Year 7 forecast % Grades 9-5 in English for disadvantaged pupils: 93% (compared to 90% of the whole cohort)
- Year 8 forecast % Grades 9-5 in Maths for disadvantaged pupils: 100% (compared to 96% of the whole cohort)
- Year 8 forecast % Grades 9-5 in English for disadvantaged pupils: 94% (compared to 95% of the whole cohort)
- Year 8 forecast % Grades 9-5 in Maths for disadvantaged pupils: 88% (compared to 80% of the whole cohort)

How have we ensured every pupil receives teaching to meet their individual needs?

At Eden Girls' School, Slough we aim to ensure that the needs of all pupils are met. We do this by:

- Developing a curriculum which will allow pupils to gain a range of qualifications at the end of Key Stage 4 and 5 including the most Academic GCSE and A Levels and the most relevant vocational BTEC qualifications.
- Developing partnerships to deliver a broad and balanced curriculum including the Slough Sports Network, Slough Music Service, Thames Valley Learning Alliance and First Give.
- Providing a varied enrichment programme of lunchtime and after-school activities.
- Differentiating in our lesson planning and teaching to support and challenge the lowest and highest attaining. Less able learners and students with SEND receive support through differentiated resources and activities and support staff. In lessons, activities are pitched so as to challenge all pupils according to their different abilities and to enable them to take responsibility for their own progress. Activities requiring evaluative ability and higher order thinking activities are designed in many lessons to challenge the most able learners. All teachers in the school see themselves as teachers of learners who have special educational needs.
- Setting students in a range of subjects including English, Mathematics, Science and Modern Foreign Languages.
- Introducing a comprehensive new GCSE grading system that allows pupils and parents to track progress clearly from Year 7-11.
- Setting personalised targets and tracking pupil progress closely and systematically.
- Implementing a rigorous cycle of assessments to ensure intervention is targeted at pupils most in need.
- Providing intervention sessions to accelerate progress in English and Mathematics.
- Providing regular training to our staff to ensure support for students with Special Educational Needs and Disabilities is of the highest quality.
- Providing support staff in class and to lead withdrawal interventions for pupils most in need of additional support.
- Working closely with parents and experts in the local authority to develop individual learning plans for pupils with Special Educational Needs and Disabilities. The school's SENDCO sharing information about the nature of students' SEND and the most effective related teaching strategies. Individual Strategies for Inclusion are in place and circulated to all staff.
- Providing training to our staff to deliver lessons with varied activities that engage learners with different interests and ways of learning.
- Having a clear 'Equalities' policy and Accessibility Plan, reviewed each year, which outlines our efforts to become increasingly inclusive and accessible for all.
- Providing high quality personalised pastoral support led by our Pastoral Deputy Principal, Heads of Year and Learning Coordinators

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

At Eden Girls' School, Slough we believe that ensuring that our pupils 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 Senior Leaders and Heads of Year meets regularly to support our most vulnerable pupils.
- Mentoring provided by trained staff to support pupils with particular behavioural, emotional and spiritual needs.
- Peer mentoring provided by trained pupils to support younger pupils with particular needs.
- Working closely with external agencies to support pupils with behavioural and emotional needs.
- Regular assemblies and collective worship that focuses on safety, good character and positive values.
- Regular lessons on fundamental British values through our Citizenship curriculum.
- Lessons in PE, Citizenship and Science that focus on healthy lifestyles.
- Regular opportunities to develop character through charitable giving, fasting, faith-related enrichment activities and spirituality days.
- Marking of Interfaith Harmony Week and events such as the Big Iftar develop pupils' understanding of diversity and tolerance.
- Training pupils on the acceptable use of ICT and the Internet in particular and monitoring pupils' use of technology.
- Strong anti-bullying ethos, policy and procedures that ensure that pupils are supported if bullied and that bullying is addressed promptly and sensitively.
- Robust Safeguarding and Child Protection policies and procedures.
- A strong Student Shura (council) and prefects who meet regularly with the Principal to raise important issues.
- Our series of Parent Information workshops ensures parental engagement and support for protecting pupils.
- The 'Tauheedul Baccalaureate' recognising and promoting excellent attendance, behaviour and community service ensuring that all data in each of these key areas is maintained and managed accurately and that pupils and parents receive regular updates on progress.
- Termly Rewards Assemblies recognise excellent attendance, effort, achievement and character.
- Teambuilding Trips promote cohesion and the nurturing of friendships.
- Pastoral Review meetings take place with parents and pupils with particular emotional and behavioural needs.

What do Ofsted say about the school? What have we done in response to external reviews?

As a new school, our first Ofsted Inspection is expected in our third year (2017-18). The school is reviewed termly by HMI Inspectors commissioned by Tauheedul Education Trust and was reviewed four times by the Department for Education. The school has been judged consistently as Outstanding for Leadership and Management and for the Personal Development, Behaviour and Welfare of pupils and good/outstanding in all other areas.

In order to secure outstanding judgements in all areas the school is focusing on the following priorities:

1. Expand senior leadership capacity to ensure sustainability of strategic school development.
2. Develop the effectiveness of middle leadership focusing on the effectiveness of self-evaluation and strategic development planning.
3. Engage all middle leaders with the National Postgraduate Qualification for Middle Leadership.
4. Deliver a comprehensive staff CPD programme to ensure outstanding practice in all areas of school provision.

5. Develop an outstanding curriculum to provide pupils with a balanced and holistic learning experience and enable them to achieve outstanding learning outcomes and qualifications.
6. Embed enrichment opportunities and partnerships to ensure the school delivery model is sustainable and learner experiences are consistent.
7. Sustain consistently outstanding teaching and learning through a highly effective school pedagogy.
8. Refine assessment practices to ensure consistency in the provision and impact of incisive feedback.

How are we working with parents and the community?

We work with our parents and communities to:

- Seek advice and guidance from them through our Parent Council.
- Inform them of school activities and progress through a termly newsletter.
- Involve them in learning more about the school through Open Days and Parent Induction Meetings.
- Inform them of their daughter's progress through half-termly report cards and Parent Consultation meetings each year
- Dedicated events support parents in specific areas such as ESafety, Curriculum Development and healthy lifestyles.
- Half-Termly Parent Tea & Coffee mornings provide an informal opportunity for parents to provide feedback to the school.
- The school supports governors in engaging effectively with parents, pupils, staff and the wider community to inform strategic priorities for development planning.
- Fortnightly meetings between the Chair of the Governing Body and Principal help governors keep abreast of key issues.
- Termly Joint Consultative Committee meetings with local union representatives ensure that the most important issues affecting staff are raised with the Principal.
- Receive guidance from parents and the community on school plans and initiatives.
- Provide support for community projects through our experiential curriculum in citizenship and support for local charities.

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

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

- Maintaining an Attendance Risk Register and Punctuality Risk Registers to target support for pupils with the lowest attendance and levels of punctuality.
- Awarding high-profile termly rewards for 100% attendance.
- Ensuring that leave of absence is only granted by the Principal in exceptional circumstances
- Managing first-day absences effectively and efficiently. A phone-call home is made for all absent pupils at the start of each school day.
- Holding termly meetings with parents of pupils with attendance below 93%.
- Completing electronic registers for all lessons.
- Implementing a robust punctuality system. This includes electronic registers in lessons, Heads of Year monitoring of punctuality and regular rewards and sanctions relating to punctuality.
- Attendance and punctuality are recorded and reported to parents through the half-termly report card system.

Our school expects all pupil to have the highest levels of behaviour. We do this by:

- Gaining full parental support for outstanding standards of behaviour. This is exemplified by the induction of parents of all new students, the annual signing of a clear 'Home-School' Agreement.
- Insisting that staff have the highest expectations of good behaviour and manage poor behaviour very effectively.
- Training all staff on Behaviour policies, procedures and structures.
- Maintaining a Behaviour Risk Register to target support for pupils with the greatest behavioural needs.
- Encouraging and developing positive relationships between pupils and Learning Coordinators and Heads of Year.
- Providing pupils with a wide range of weekly, monthly, termly and annual rewards. These incentives for excellent pupil behaviour have a positive impact.
- Undertaking weekly audits of uniform and equipment and there is zero tolerance of graffiti, vandalism, abuse, violence and drug abuse in school. Students who are persistently poorly behaved are supported and challenged by a report card system, mentoring and regular meetings with, and monitoring by, pastoral staff.
- Holding half-termly meetings between Heads of Year and parents where additional individual support is put in place for pupils whose behaviour does not meet the expectations of the school.
- Supporting pupils with emotional and behavioural difficulties through the 'Every Child Matters' Group.

What have pupils told us about the school and what have we done as a result?

At Eden Girls' School we deeply value the perspective and voice of our pupils. In an independent survey commissioned in December 2016 we found that:

- Pupils know what to do if they need help.
- Pupils feel safe and know how to stay safe on the internet.
- Pupils believe they are being taught well
- Pupils have developed their own ideas and are encouraged to work on their own.
- Pupils agree that behaviour is good and that teachers encourage them to behave well and work hard.
- Pupils agree that they are gaining new knowledge and skills.
- Pupils agree that they are taught well about British Values and know that the law protects us and keeps us safe and well.

In response to the views expressed by our pupils we have:

- Made changes to our school uniform
- Changed our provider of school meals to provide a better school service and more varied menu.
- Extended our provision of enrichment activities further with a particular focus on the sports offered in after-school clubs.
- Improved training to our teachers to make lessons more enjoyable.
- Enhanced Information, Advice and Guidance to pupils with the visits to skills and careers events.
- Introduced more subject trips to enrich learning.

What activities and options are available to pupils?

We have increased the number and range of activities available to all pupils. These include:

- Members of staff providing pupils with a wide range of experience to enrich their learning. Activities include:
 - Subject-based clubs such as School Magazine Club, Chess Club, Science Club, Art and Crafts and Homework Club.
 - An impressive range of sports activities for pupils after-school including badminton, netball and football clubs.
 - A partnership with the Youth Sports Trust National Girls and involvement in a range of related programmes and events.
- Provision of high quality sports facilities
- Participation and leadership in local competitions and community events including Berkshire School Games.
- Teachers work hard to make learning experiences relevant for students.
 - In Year 7 pupils undertake the First Give project engaging with local charity groups and preparing to present their findings back and develop their public speaking skills.
 - Black History Month is marked with a full programme of activities, both during normal timetabled lessons and through enrichment.
- Planned learning opportunities outside of the classroom enrich the curriculum.
 - Year 7 pupils take part in Teambuilding trips at the start of the year.
 - Year 8 and 9 pupils visit the Skills Show in Birmingham, the UK's largest skills and careers event to start developing aspirations and ideas about avenues that they might wish to explore beyond Key Stage 4.
 - Year 8 Geographers visit the Living Rainforest.
 - Year 7 Historians visit Warwick Castle
 - Year 7 Scientists visit Kew Gardens while pupils in Year 8 visit the Big Bang Science Fair.
- Faculties deliver cross-curricular activities to make learning more memorable for pupils. Art lessons tie in with both Science and History in relation to topics on cells and the First World War.

How did we allocate our budget last year?

Last year the school spent £1 912 998. The proportion of money spent was as follows:

1 606 998

Staff: 75%
Premises: 8%
Supplies: 6%
Services: 11%

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

The school relocated to its permanent school estate during 2016-17, a £22 Million development which places our school at the heart of Slough's extended Business Park. The building provides the school with state-of-the-art educational facilities, including a 3-Court Sports Hall, 6 Computer Science Suites, Fitness Studio, Multi Use Games Area, Library and Reflection Centre.