



Eden Girls

Eden Girls' School, Slough

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

School Profile 2018



Star

What have been our successes this year?

The school's achievements in 2017-18 included:

- The school was judged outstanding in all categories by Ofsted in May 2018;
- The school was judged outstanding in all categories in its Section 48 Faith-designation Inspection;
- 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 2018. The school is over-subscribed and has a waiting list for all year groups;
- The induction of new pupils and staff took place with outstanding levels of personal development, behaviour and welfare of pupils maintained;
- New staff were supported in adapting to the high expectations of the school through a comprehensive professional development programme;
- All middle leaders engaged with the National Professional Qualification for Middle Leaders;
- A number of internal appointments to new roles within the organisation demonstrated the success of school professional development and succession planning;
- The development of strong partnerships with key partners such as Eton College and Telefonica UK;
- The establishment of consistently outstanding standards of teaching;
- The development of the school curriculum with a focus on creative arts through the drama and nasheed (music) curricula.;
- The delivery of a wide-ranging enrichment programme;
- The development of strong programmes introduced to meet the needs of all pupils including those with Special Educational Needs and Disabilities and the Gifted and Talented;
- The development of pupil support and pastoral structures, including personal and spiritual development, to foster a caring and secure Islamic environment;
- The development of pupils' understanding of healthy living through the Active Movement Programme;
- The registration of the school as an Exams Centre with the Joint Council for Qualifications;
- Pupils demonstrating an exemplary commitment to serving others, raising over £5 000 for a variety of worthy charitable causes;
- The effective management of the school's financial resources, finishing the year with a £25, 000 in-year surplus.

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:

- Development of a PHAB Club Partnership in collaboration with Heathfield School and Eton College to provide social and recreational opportunities for disabled young people and a respite service for the parents of disabled young people;
- Participation of pupils as Sports Leaders in a wide range of partnerships including the FA Youth Trust and Slough School Sports Network.
- Pupils' service to the community enhancing community cohesion. Pupils raised over £5000 for charitable causes including £1000 for Age UK and £850 for Sport Relief;
- Elected pupils undertaking their Student Council role effectively;
- High levels of parental engagement supporting leadership and charitable initiatives including the First Give Project;
- Public demonstration of civic leadership at local community events promoting unity and cohesion. This was a particular feature of students' contributions to the Slough Holocaust Memorial programme in January 2018 and the anniversary of the Grenfell Tower fire in June 2018.

What are we trying to improve?

During 2018-19 Eden Girls' School Slough will enter the next exciting phase in its development. Priorities for ongoing improvement include:

- Using innovative technologies to enhance the effectiveness of our teaching development programme.
- Developing the curriculum to provide a broad and balanced provision including in creative and technical skills and understanding.
- Developing the effectiveness of the school website and the effectiveness and consistency of parent engagement and communication (focusing particularly on Parent Council and Parent Information and Support Programmes).
- Developing existing partnerships arrangements such as those with Eton College and O2 Telefonica and fostering relationships with new partners to enhance and enrich opportunities for pupils.
- Improving the provision for daily prayers by dedicating specific routines throughout the year.
- Developing improved online solutions to enhance access to learning resources, transparency of the curriculum and improve the continuity of learning between classroom and home.
- Securing outstanding Year 11 GCSE outcomes in line with their challenging final targets.
- Securing outstanding early-entry Year 10 GCSE Outcomes in Religious Studies.

How well do pupils achieve?

Pupil Learning Outcomes at the end of 2017-18 demonstrate the school's commitment to the highest academic standards. Notable achievements included:

Our Year 10 cohort performed very well in end-of-year assessments, generating the following teacher predictions for Year 11 outcomes in 2019:

- Attainment 8 Score: 61.1 (National Average: 46)
- Progress 8: 1.19 (National Average: -0.03)
- Grades 9-7 in English and Maths: 28%
- Grades 9-5 in English and Maths: 84% (National Average: 43%)
- Grades 9-4 in English and Maths: 94%
- EBACC (Strong Pass): 59% (National Average: 21%)

Forecasts for other Year groups is similarly strong. Based on End-of-Year Assessments in July 2018 teachers have made the following GCSE predictions for June 2020:

- Attainment 8 Score: 61.4 (National Average: 46)
- GCSE Grades 5-9 in English and Maths: 94% (National Average: 43%)
- EBacc Strong Pass: 73% (National Average: 21%)

The progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities is similarly high. Based on End-of-Year Assessments in July 2018 teachers have made the following GCSE predictions for June 2019:

- P8 (Disadvantaged Pupils): 1.17
- P8 (SEN) 1.14
- Attainment 8 Score (Disadvantaged): 60 (National Average for all pupils: 46)
- Attainment 8 Score (SEN): 44 (National Average for all pupils: 46)
- GCSE Grades 5-9 in English and Maths (Disadvantaged): 81% (National Average for all pupils: 43%)
- GCSE Grades 5-9 in English and Maths (SEN): 17% (National Average for all pupils: 43%)

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.
- 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 Council which meets regularly with the Principal to raise important issues.
- Our series of Parent Information workshops ensures parental engagement and support for protecting pupils.
- The 'Star Bacallaureate' 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?

The school was judged outstanding in all categories by Ofsted in May 2018. Key highlights of the report included:

- The inspectors recognised the rapid progress pupils make from their respective starting points and found that pupils flourish and thrive because they are extremely well looked after in an inclusive faith ethos, which values respect for all.
- Inspectors commented on the impeccable conduct of pupils, their thirst for learning and the embedded nature of fundamental British values into the life of the school.
- The report identified the extremely effective teaching and relentless determination of staff which ensure that pupils overcome any difficulties and succeed.

The school was judged outstanding in all categories by the Association of Muslim Schools in July 2018. This included outstanding judgements for:

- The achievement of pupils in their religious education;
- The quality of teaching and learning;
- The effectiveness of leadership and management of religious Education, including the role of the school's governing body in RE;
- The extent to which the religious education curriculum meets pupils' needs;
- The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship.

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

1. Enhancing the management and recording of safeguarding data through the introduction of appropriate software/IT solutions.
2. Using innovative technologies to enhance the effectiveness of our teaching development programme.
3. Supporting newly qualified and recently qualified teachers to ensure rapid progression towards consistently good and outstanding teaching, learning and assessment.
4. Developing the curriculum to provide a broad and balanced provision including in creative and technical skills and understanding.
5. Improving the consistency and effectiveness of Line Management focusing on its impact on standards of professionalism and levels of wellbeing.
6. Maintaining 2% financial reserves in the 2018-19 budget.
7. Developing the effectiveness of the school website and developing the effectiveness and consistency of parent engagement and communication (focusing particularly on Parent Council and Parent Information and Support Programmes).
8. Develop existing partnerships arrangements such as those with Eton College and O2 Telefonica and fostering relationships with new partners to enhance and enrich opportunities for pupils.
9. Improving whole-school attendance to 97.5% Attendance and reducing Persistent Absence to 4%.
10. Embedding and developing the Active Movement Strategy.
11. Improving the provision for daily prayers by dedicating specific routines throughout the year.
12. Developing precision in expectations of what students should learn during lessons.
13. Ensuring that lower attaining students are supported effectively to understand key concepts fully.
14. Maximising the impact of mock exams for diagnosing pupil needs and targeting interventions accordingly.

15. Developing moderation activities to ensure accurate assessment of pupils in order to diagnose pupil needs and target interventions.
16. Developing improved online solutions to enhance access to learning resources, transparency of the curriculum and improve the continuity of learning between classroom and home.
17. Securing outstanding Year 11 GCSE outcomes in line with their challenging final targets.
18. Securing outstanding early-entry Year 10 GCSE Outcomes in Religious Studies.
19. Providing pupils with a comprehensive programme of support in relation to revision and exam preparation.

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.
- 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 January 2018 we found that:

- Pupils agree that they are making good progress.
- 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 school lunch routines 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 residential trips and a Duke of Edinburgh programme to enhance learning and leadership development.

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 through the FA Youth Trust and 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 7 pupils also visit Warwick Castle as part of their History studies and Kew Gardens to develop their understanding in Science.
 - Pupils in Year 8 visit the Living Rainforest to deepen their understanding of eco-systems in Geography.
 - Pupils in Year 9 are able to travel to Morocco as part of their French studies.
 - Pupils in Year 10 have the opportunity to gain the Duke of Edinburgh Bronze Award. Year 10 Historians are able to travel to Berlin as part of their studies related to World War 1.
- Faculties deliver cross-curricular activities to make learning more memorable for pupils.

How did we allocate our budget last year?

Last year the school spent £2 615 061. The proportion of money spent was as follows:

Staff: 75%
Premises: 10%
Supplies: 5%
Services: 10%

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. The focus of work related to the school's estate during 2017-18 was on the coordination of the remedial work on site defects following the completion of the school building in August 2017.