



Eden Girls

Eden Girls' School, Waltham Forest
Tauheedul Education Trust
School Profile
2014



Achievement is at the heart of everything we do

What have been our successes this year?

Over the past year, we have:

- Established a new school in temporary accommodation to house 150 new students
- Are oversubscribed with 258 applications in for 100 places in 2015
- Worked closely with contractors to plan the temporary accommodation for Year 1 and the permanent accommodation in Year 2 to accommodate a further 105 students
- Have successfully expanded over three floors in Silver Birch House and now have a part of the building that has been redeveloped to the standard of the permanent accommodation
- Have expanded our staff team to 36 staff members
- Established very positive relationships with BCE to ensure there is a successful site
- Ensured there is Science provision in temporary accommodation so that curriculum needs are met in the absence of purpose built laboratories
- Arranged Half termly Sports Days to offer students with Sports provision - three of which were arranged at the Olympic Park
- Achieved very positive feedback from external bodies who have been involved in quality assuring the school in its first year
- Improved the learning environment in Year 2 with a phased building programme in ICT and Science
- Have procured catering provision so that students have a warm meal to eat on a daily basis that is in line with nutritional standards
- Leadership and Big Society specialisms have been developed and reflected in a common language - Ladies, Learners and Leaders. Together with organizing a Food Bank that is run from the school on a weekly basis, half termly Leadership Days, links with external speakers and in 2014-15 raised approximately £9,500.00 for charitable causes.
- Had over 25 external speakers in school to enrich curriculum experience for students
- Our girls have worked closely with the London Metropolitan Police on the cohesive communities agenda
- Worked closely with the girls to instill leadership development

- Developed a strong Inter Faith partnership with other schools through the Three Faiths Forum
- Successfully improved the standard of our teaching through regular training, coaching and a focus on our own professional practice.
- Continued to improve the support we provide for learners with special educational and complex needs.
- 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 character development of our learners through spiritual activities during Ramadhan, 'spirituality days', weekly reflection circles and charitable fundraising.
- Two of our students were awarded with the Student of the Year prize by Tauheedul Charity for raising monies and collecting 590kg of food for the Food for All Programme.
- Invested significantly in the development of future and existing middle leaders, through the National Professional Qualification for Middle Leadership (NPQML).
- Developed the role of parents through an increasingly active Parents Shura delivering a Summer Fayre to support Orphans in Need and to take on the role of a focus group in terms of curriculum development.
- Ran a 'Being Positive Muslim Conference' and delivered a number of activities to promote Fundamental British Values.
- We will be running a training session for other schools in the borough on this aspect as part of Waltham Forest Challenge
- Supported the newly opened Eden Girls' School Slough in pre-opening year to recruit staff and share experience and resources as required
- Attendance in 2015 was 96.8% which is well above the national average



What are we trying to improve?

Currently, we are working hard to improve:

- How well we prepare our students for GCSEs at a time when the curriculum and external examinations are becoming more challenging
- How well we plan the future curriculum delivery in light of government changes to ensure Academic Excellence and delivery for outcomes are smart and strategic through a well-constructed curriculum offer
- How well we make changes to the assessment and reporting system in line with government changes
- How well we plan a good education experience for our students whilst not having some specialist facilities for one year
- Opportunities for our students to have leadership opportunities and take part in enriching experiences in all of their subjects.
- Our learning and teaching, so that it is consistently 'outstanding', by ensuring all of our lessons have pace and challenge and are engaging.
- How well we ensure students have a holistic education through well planned learning opportunities outside the classroom
- The amount of monies raised for charitable causes compared to last year as we have an expanding school community
- Our ability to transfer knowledge, sustain systems and develop improvements whilst having an expanding staff force year on year
- How well we induct new staff to support them in the delivery of an outstanding education for all our students
- How we continue to provide excellent pastoral support to learners – particularly a small minority of learners with particular emotional and behavioural difficulties.
- How we support learners with disabilities and special educational needs with our teaching support staff.
- How we sustain our standards and our faith ethos, whilst continuing to ensure that the school is as inclusive and welcoming to people of all faiths and cultures as possible.

- How we grow the leadership and management of the school to support the long-term future of the school.



How have our results changed over the year?

We have seen a positive and promising change in outcomes over the year as seen in the tables below:

Achievement overall continues to be outstanding. This information is based on the results of the five teacher assessments completed by the end of the Summer Term. The majority of our students are on track to make 4 levels of progress, as shown below:

Teacher Assessment	NOR Y8	English Y8	Maths Y8	Science Y8	NOR Y7	English Y7	Maths Y7	Science Y7
TA1	50	90%	96%	86%	102	88%	97%	75%
TA2	50	94%	84%	90%	102	99%	88%	85%
TA3	50	96%	86%	94%	101	90%	90%	87%
TA4	50	84%	94%	94%	101	92%	95%	87%
TA5	50	82%	88%	96%	100	90%	90%	93%

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

At Eden Girls' School, Waltham Forest, we aim to ensure that the needs of each child are taken into account by our teachers. We do this by:

- Providing withdrawal sessions for particular students to accelerate their progress in literacy and numeracy as an intervention after school and track progress regularly making changes to intervention groups as needed
- Setting students in all subject areas throughout the curriculum
- 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 Trust 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.
- Providing support staff in lessons for those students who have low levels of literacy or numeracy.
- Assessing students every half-term in all subject areas, so teachers are constantly aware of students who need support and challenge.
- Differentiating in our lesson planning and teaching to support and challenge the least and most able.
- Providing training to our staff to deliver lessons with varied activities that engage learners with different ways of learning.



How do we make sure our pupils are healthy, safe and well-supported?

At Eden Girls' School, Waltham Forest, we take the health, safety and well-being of our students very seriously. 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 middle 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.
- Peer mentoring provided by trained students to support younger students with particular needs.
- Working closely with the uniformed services, local authority experts and parents to support children with particular behavioural or emotional needs and to tackle truancy.
- Regular assemblies and collective worship that focus on safe practices, good character and positive values.
- Regular lessons for learners on mainstream British values and the risk of radicalisation, extremism and sexual exploitation.
- Regular lessons in P.E., Science and PSHCE as well as half termly Sports Days that focus on healthy lifestyles.
- Regular opportunities to develop character through regular fasting, charitable giving and daily reflection circles.
- 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.
- 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 *Shura* (Council) and prefects who meet regularly with the Principal and give an insight into issues that are causing concern.
- Regular structured guidance from Learning Coordinators on good relationships, effective choices and positive faith values



How are we working with parents and the community?

We work with our parents and community to:

- Seek advice and guidance from them through our Parent Shura
- Inform them of school activities and progress through a termly magazine and annual report
- Update parents about the curriculum through annual information evenings/distribution of Curriculum booklets
- Keep parents informed about the school via the website
- Involve them in learning more about the school through numerous Open Days and Parental induction meetings, events and annual Awards Ceremony
- Inform them of their daughter's progress through half-termly reports and parents' consultation meetings each year.
- Inviting them to key events in the life of the school to celebrate our collective successes, such as our 'Presentation Evening' which takes place once a year.
- Receive guidance from parents and the community on school plans and initiatives.
- Involve parents in our Big Society specialism through charitable causes
- Get their insight into important planning issues such as the redevelopment of the estate design through planned consultation evenings.
- Provide support and challenge to the school through the parent governors in the Governing Body of the school.



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.
- 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.
- Ensuring that 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.
- 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.

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

At Eden Girls' School, we really value the perspectives of our students.

In an independent feedback that we commissioned in June 2015, we found that approximately 90% of students:

- have found that the school meets their needs
- Found it easy to settle in to their new school and to make friends
- Have found that classrooms are tidy
- Know what to do to if they need help
- Felt the school deals well with bullying
- Felt safe at school
- School provided a good range of additional activities
- They enjoyed taking part in additional activities
- Are encouraged to exercise and keep fit
- Enjoy school
- Are taught well in lessons
- Know what to do to improve
- Are making good progress
- Are happy with the school

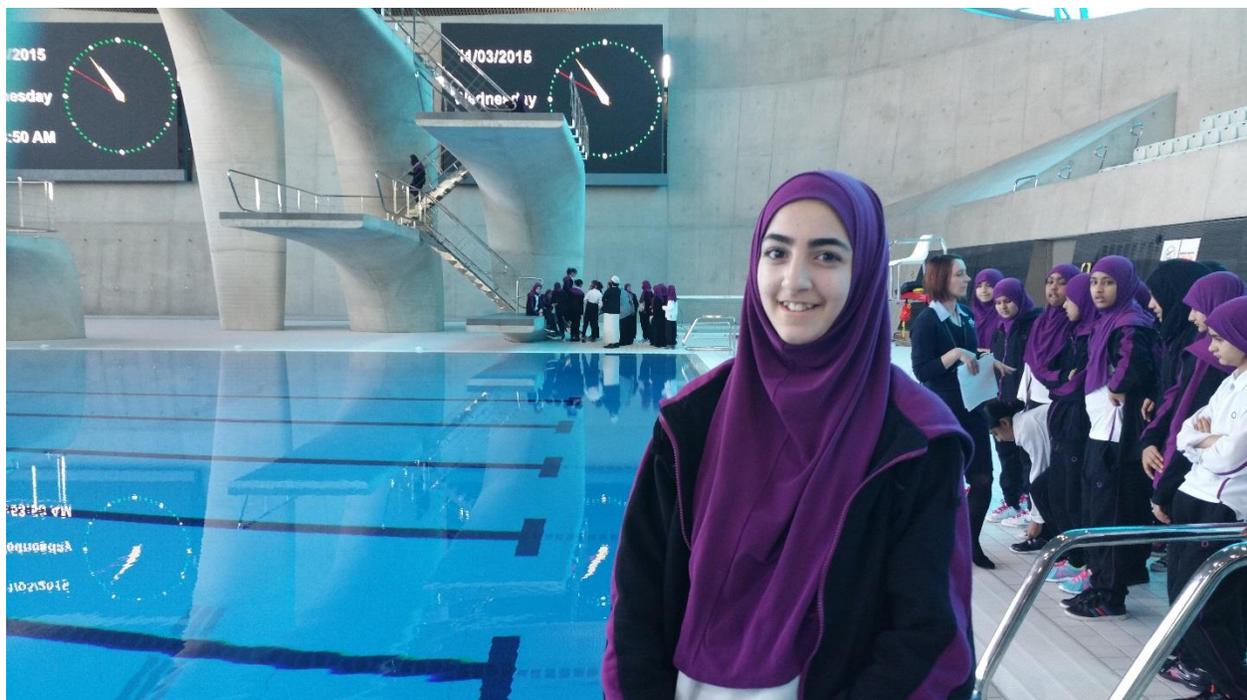
In response to the views of our students, we have:

- Further strengthened behavior systems to further improve our provision
- Have bought bins and benches for the playground
- Have improved specialist facilities by creating an ICT suits in September 2015 and two temporary Science labs
- Will ensure the enrichment and trips offer is bolstered in 2015

What activities and options are available to pupils?

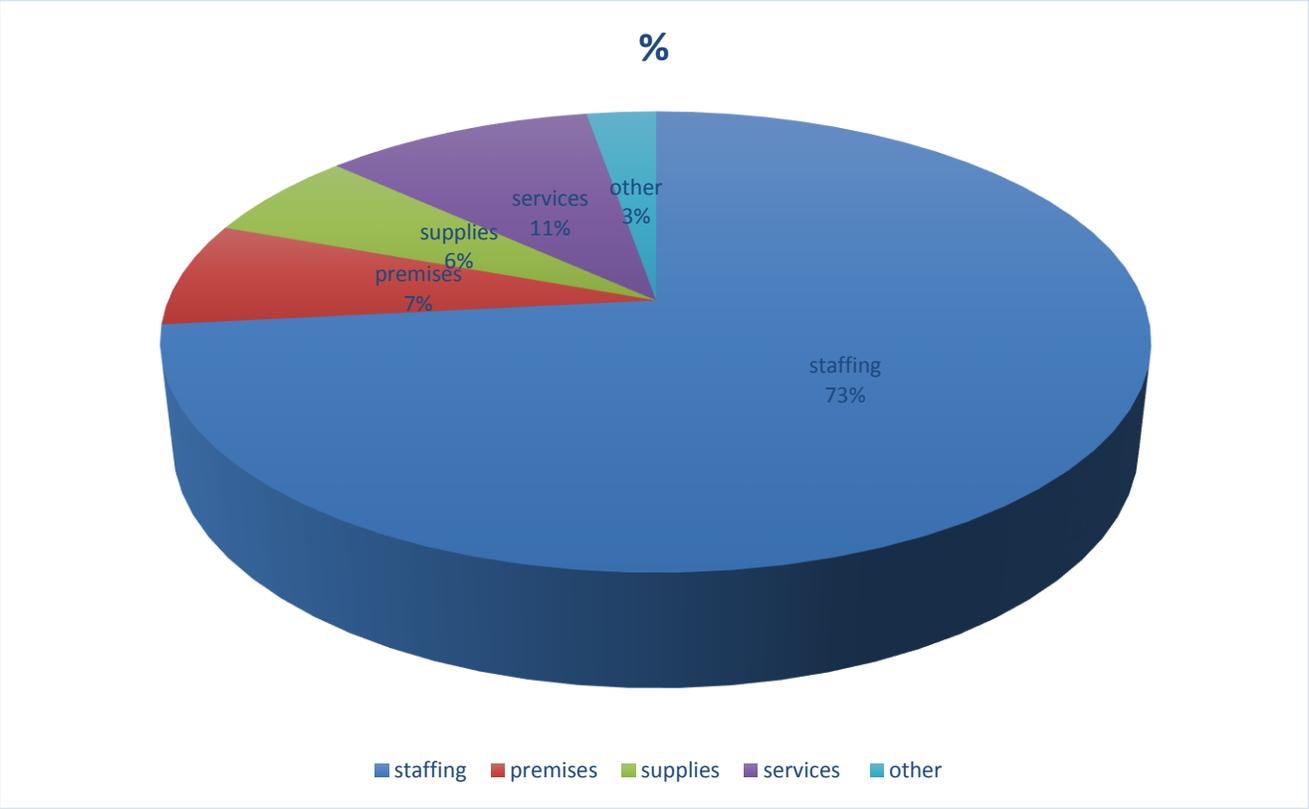
We have increased the number and range of activities available to all pupils. These include:

- A wide range of extracurricular activities and clubs that exist in different subjects areas.
- Enrichment visits to events to challenge and engage most able students, in particular in English and Maths.
- Literacy and numeracy support sessions and revision sessions at KS3 and KS4 to support student achievement.
- A range of trips and activities to enthuse students and develop skills for learning and life.
- A programme of special assemblies, fasting, daily reflection, charitable giving and community service to promote personal and character development.
- Participation in 'Spirituality Days', and other Leadership Days activities to enhance values and thinking skills.
- Involvement in London wide projects aimed at community cohesion.
- An 'Eden's Got Talent' competition and assembly that celebrates talent in all students.



How did we allocate our budget last year?

Last year, the school spent £1,223,505. The chart below shows how we allocated this spending.



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

In September 2014 we moved to a temporary site. Refurbishment of the estate had been undertaken as part of the 'Free School's Programme.' We now have 2 floors of temporary accommodation and one permanent floor which is a model of how the school will look once redevelopment is complete in 2017.

In 2014 last year we completed the following aspects of Estate development:

- Six new classrooms to accommodate teaching for 150 students
- Refurbished classrooms and main spaces to meet the needs of learning and to establish school
- Installed high quality ICT hardware in classrooms – 6 Philips touchscreens and computers to foster innovative teaching
- Developed a multi -purpose space to accommodate sports, dining, assemblies and prayers
- Improved lighting on the approach to the school building to meet safety requirements
- Put into place an annual maintenance plan to ensure building is not put at risk
- Line painting and signage to signpost school for VI students internally and externally
- Purchased furniture to refurbish the temporary accommodation

What Role did Our Governors Pwlay

- Strategic oversight of Education and Business development in the school
- Role as critical friends through established education and business committees with an oversight on the quality of education and monitoring of the budget and estates development
- Secured a revised Admissions Policy for 2016-2017 to address the needs and the voice of the founding community
- Established parent and staff representation on the governing body
- Continue to build further links with the teaching staff through the role of subject link governors