

Eden Girls' School Waltham Forest Annual Report to



Parents 2018



Eden Girls

- **What have been our successes this year?**
- Over the past year, we have:
- Achieved outstanding GCSE results. The school delivered its first set of GCSE results which should place us in the top 1% of performing schools in the country for progress from KS2-KS4 (based upon 2017 data)
- Sustained an 'Outstanding' rating by Ofsted;
- Completed exams in new, tougher GCSEs in several subjects for the first time;
- Achieved well above the national average for attendance;
- Continued to improve the standard of our teaching through regular training and coaching;
- Continued to improve the support we provide for learners with special educational needs and complex needs – through new qualifications, enhanced training and better resources;
- Continued to provide excellent pastoral support for our learners, led by our Heads of Year and supported by improved 'mentoring' for our most vulnerable learners;
- Enhanced the faith and character development of our learners through projects such as the 'Fast Programme', 'spirituality days', special programme for Ramadhan completed a joint project with Holy Family Catholic College through 3FF;
- Raised over £18,000 for charitable fundraising;
- Developed our leadership specialism to include links with the London Business Sector through Elba;
- Delivered excellent careers guidance for students of all ages, in line with Gatsby Framework – with impartial guidance interviews, visits by professionals from a range of careers, trips to universities and local industry, support for university applications, enterprise days and a careers' fair attended by local employers and learning providers;
- Sustained the role of parents through an active Parents' Council delivering several projects and events for the wider community;



- Liaised with all of our stakeholders to deliver the annual school improvement plan successfully;
- Managed a live construction site, a demolition of a building and addition of a brand new Sports Hall safely;
- A student in Year 10 was second in the WF Jack Petchy Speak Out competition
- The school won the National Enterprise Challenge for Mosaic, run by The Prince's Trust for a second time with some of the youngest participants in the competition;
- Hosted a visit by Right Honourable MP Damien Hinds;
- Eden WF was mentioned by Amanda Spielman HMI as a centre of good practice for delivery of FBV.

What are we trying to improve?

Currently, we are working hard to :

- Reduce our Persistent Absentee's figure by working closely with an EWO to work with hard to reach parents;
- Maintain and develop further our excellent exam results over the next few years, particularly with more difficult examinations being introduced at GCSE.
- Improve the percentage of students who achieve the English Baccalaureate certificate by successfully achieving grades 9-5 in English, Maths, Science, History or Geography and a modern foreign language.
- Review vocational subjects we offer to learners, particularly where all of our GCSE courses are not appropriate for them.
- Ensure that our provision is sustainable for many years despite significant reductions in our school budget.
- Expand opportunities for our students to have leadership opportunities and take part in enriching experiences in all of their subjects.
- Develop our standard in learning and teaching, so that it is consistently 'outstanding' more often, by ensuring all of our lessons have pace and challenge and are engaging.
- Provide excellent pastoral support to learners – particularly a small minority of learners with particular emotional and behavioural difficulties.



- Enable learners, parents and staff to make better use of our sports', ICT and recreational facilities outside of school hours.
- Protect sensitive information about our learners, staff and parents – to reflect new expectation from the General Data Protection Regulations.
- Work closely with contractors to deliver the final phases of the school redevelopment programme
- Sustain the leadership and management of the school to support the long-term future of the school.

Our School Outcomes

The school has delivered its first set of outstanding GCSE results which according to 2017 figures should place us in the top 1% of schools nationally for progress. We were very pleased with our very first set of results which have given us a good benchmark for future years to come. The results below demonstrate that the school's performance was well above national average in all measures.

Headline Measures:

Year	% of students achieving English and Maths at grade 5 (a strong pass)	% of students achieving EBACC	Progress 8 Score (according to 2017 data)	Attainment 8 Score
2018	76%	42%	1.3	59.49



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

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

- A strong faith ethos with a mission statement that focuses on developing a 'caring and secure Islamic environment enriched with the values of discipline, mutual care and respect'.
- An 'Every Child Matters' Group, made up of 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.
- Mentoring provided by trained students to support younger students with particular needs.
- Counselling provided by a professional who works with vulnerable students.
- Training for all staff on safeguarding (including aspects such as radicalisation and online safety), mental health and first aid.
- Working closely with the uniformed services, EWO and the local authority and parents to support children with particular behavioural or emotional needs and to tackle truancy.
- Regular assemblies, collective worship and guidance from Learning Coordinators that focus on safe practices, good character, effective choices 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 Citizenship as well as termly Sports Days that focus on healthy lifestyles.
- Regular opportunities to develop character through regular fasting, charitable giving and initiatives around politeness and volunteering.
- Regular lessons on how to identify and manage risk during their everyday work, rest and play.
- Training all students on the acceptable and appropriate way to use Information Technology, and the internet in particular, and monitoring how students use technology.
- All new students and parents receiving an e-Safety session as part of their induction to the school.
- Strong anti-bullying ethos, policy and procedures that ensure that students are supported if bullied and that bullying is addressed promptly and sensitively.



- Rigorous child protection procedures from *safer recruitment* and training of staff to providing training and awareness for students.
- A strong Student *Shura* (Council) and prefects who meet regularly with the Principal and give an insight into issues that are causing concern.

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

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

- Providing subject choices at GCSE, so that more able learners can complete AS Level courses and less able learners can complete vocational courses and receive support in English and Maths.
- Providing withdrawal sessions for particular students to accelerate their progress in literacy and numeracy using booster resources provided by the Government.
- Setting students in English, Maths, Science and Humanities lessons.
- Undertaking assessments at the start of Year 7 to identify students who will need support in the classroom with literacy and numeracy.
- Setting individual targets suitable to each child's ability and tracking the progress of each child closely and regularly to provide support when and where needed.
- Working closely with parents and experts in the local authority to develop individual learning plans for students who have special educational needs.
- Providing regular training to our staff to support students with physical and educational needs.
- 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, and how they can help them to improve.
- 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.
- Supporting learners with special educational needs through qualified and experienced support staff, effective partnership with expert staff from the Local Authority and the best equipment.



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

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

- Having a clear attendance policy that tackles truancy and monitors attendance closely.
 - Recording attendance and punctuality electronically in each lesson.
 - Ensuring that all students and parents are aware of our extended leave policy, which bans holidays during term time, and the consequences of lengthy absences on academic progress.
 - Asking all parents to make routine medical appointments outside of school hours.
 - Reporting attendance to parents each half-term and meeting parents if attendance is too low.
 - Working closely with the Local Authority to support students with lower levels of attendance.
 - Rewarding outstanding attendance and punctuality by all students.
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- Our school expects all students to behave well in and around school. We ensure this by:
 - Promoting an ethos of high expectations across the school and beyond.
 - Celebrating our STAR values of Service, Teamwork, Ambition and Respect.
 - Ensuring 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.
 - Appointing and training students as restorative justice practitioners to help students have excellent relationships with each other.
 - Linking school leadership roles to excellent standards of behaviour and etiquette.
 - Providing mentoring for students with persistent emotional or behavioural difficulties.
 - Using a graduated system of behaviour reports for students who are persistently disruptive.



- Meeting regularly with parents of students who are persistently disruptive.

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

- Our Leadership specialism is at the heart of everything we do. Our students learn all about their rights, roles and responsibilities as young leaders in Britain and the world today. Our Leadership programme develops moral, performance and civic leadership capacities and provides our students with the skills and confidence they need to participate as future leaders and responsible, active citizens in our democratic society. This year we are growing STEM, performance, Sports, Community leadership opportunities together with the Duke of Edinburgh Awards Scheme and increased widening participation opportunities with Russell Group Universities.
- To help our students to become successful leaders and active citizens, we:
- Deliver Citizenship lessons and offer opportunities for students to serve the local community through fundraising events
- Recruit our students to important leadership roles within the school – such as Student Council, Senior Student Team, Prefects – to promote positive relationships between students, represent their concerns and show leadership of key areas of the school. In particular, the Student Council is elected by their peers following a democratic campaign and meet with the Principal on a half-termly basis.
- Deliver a termly student magazine called 'The Edonian,' edited and published autonomously by learners – to report on school activities and important national themes and issues.
- Ask our students to participate in a range of activities to learn about the dangers of political and religious extremism. Students participate in activities with young people from other schools to develop ideas to promote British values. In lessons, students also learn about the importance of moral leadership – learning about inspiring leaders, such as Martin Luther King, and themes such as Fundamental British Values.
- Ask our student leaders to represent the school at key events such as memorials to mark the Holocaust, the London and Manchester Attacks and Armistice Day.



- Work with the Anne Frank Trust to train a number of ambassadors to share what happened in the Holocaust, and the lessons to learn from it, with their peers.
- Encourage our students to lead on charitable projects. Last year, £18,000 was raised for local and national charities and £51,000 have been raised for charities since the school opened in 2014.
- Encourage students to participate in half termly student performances and competitions
- A programme of special assemblies, fasting, reflection circles, charitable giving and community service to promote personal and character development.
- Participation in 'World Book Day', 'National Science Week', 'Languages Week' and other special days to mark wider learning in each curriculum subject.
- Participation in 'Spirituality Days', 'Activities Week' and other activities to enhance creative and values learning.
- Develop an appreciation of, British values and the centenary of World War 1.
- A library with hundreds of books of all genres to engage and encourage learners to read.
- Involvement in local authority projects aimed at community cohesion – including marking key events such as the Holocaust, Srebrenica Memorial and Armistice Day.
- An Eden's Got Talent' competition and assembly that celebrates talent in all students.

How do we provide quality information, advice and guidance to our learners?

- We strive to help our young women pursue the best possible progression pathways after completing their education at our school.
- In order to help them prepare for college, university and the world of employment, we provide timely careers guidance, enterprise and leadership initiatives in school.
- We continue to develop links with leading local employers in professions, business, industry and the public, community and voluntary sectors. We invite leading, successful and accomplished women from the community and beyond to inspire our learners to be the very best they can be.



- Year 11 students are offered one to one independent advice and guidance interviews to explore their post 16 options with a view of pursuing their post 18 education goals. These guidance interviews provide an overview for students and their options including Apprenticeships and information on the current Labour Market.
- Our annual Careers Fair takes place in the summer term. Inspiring guest speakers provide a keynote address before students explore over many providers from various sectors.
- We have mapped out opportunities to develop their leadership skills and exposure to different Careers through our partnership with ELBA and our local London business sector.

What do our pupils do after Year 11?

96% went on to study 'A' level/ level 3 courses at local Sixth Forms

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

- At Eden, we really value the perspectives of our students.
- Student feedback often sought at Student Council and Official Visits from the Trust QA Team demonstrate that our students:
- Are strongly supportive of the school's academic achievements.
- Believe that the school is very well organised and managed.
- Feel that learning and teaching in the school is very good and enjoyable;
- Appreciate the support that they receive to do well in exams, particularly recognising the revision resources that each subject provides, but want more support to deal with stress.
- Believe that the school has a caring ethos with good advice on healthy lifestyles and relationships.
- Are proud of our faith heritage and ethos, particularly the new initiatives in fasting and daily reflection circles, and believe that the school teaches British values very well.
- Appreciate that their views are listened to, and that they are able to use the Student Shura (Council) to express their concerns.
- Feel safe and secure, including from bullying, and that the school encourages them to eat healthily and exercise more often.



- Value the improvements in facilities for P.E. and dining.
- Recognise that the quality and range of school meals have improved.

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

- Introduced even more activities for enrichment
- Improved support for students with stress by delivering training for our staff, offering workshops and drop-in clinics to learners and organising assessments to make them less burdensome.
- Improved our system for recording achievements and excellent work - then reporting them to parents using our half-termly report cards and celebrating them through termly rewards assemblies.
- Enhanced the information, advice and guidance for learners by delivering workshops and a careers' fair attended by leading universities, apprenticeships providers and employers.
- **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 Parents' Shura (council)
- Inform them of school activities and progress through a termly newsletter and annual report.
- Involve them in learning more about the school through numerous Open Days and Parental induction meetings.
- Inform them of their daughter's progress through half-termly reports and parents' consultation meetings each year.
- Provide support and challenge to the school through the parent governors in the Local Governing Body of the school.

What have we done in response to our Ofsted report?

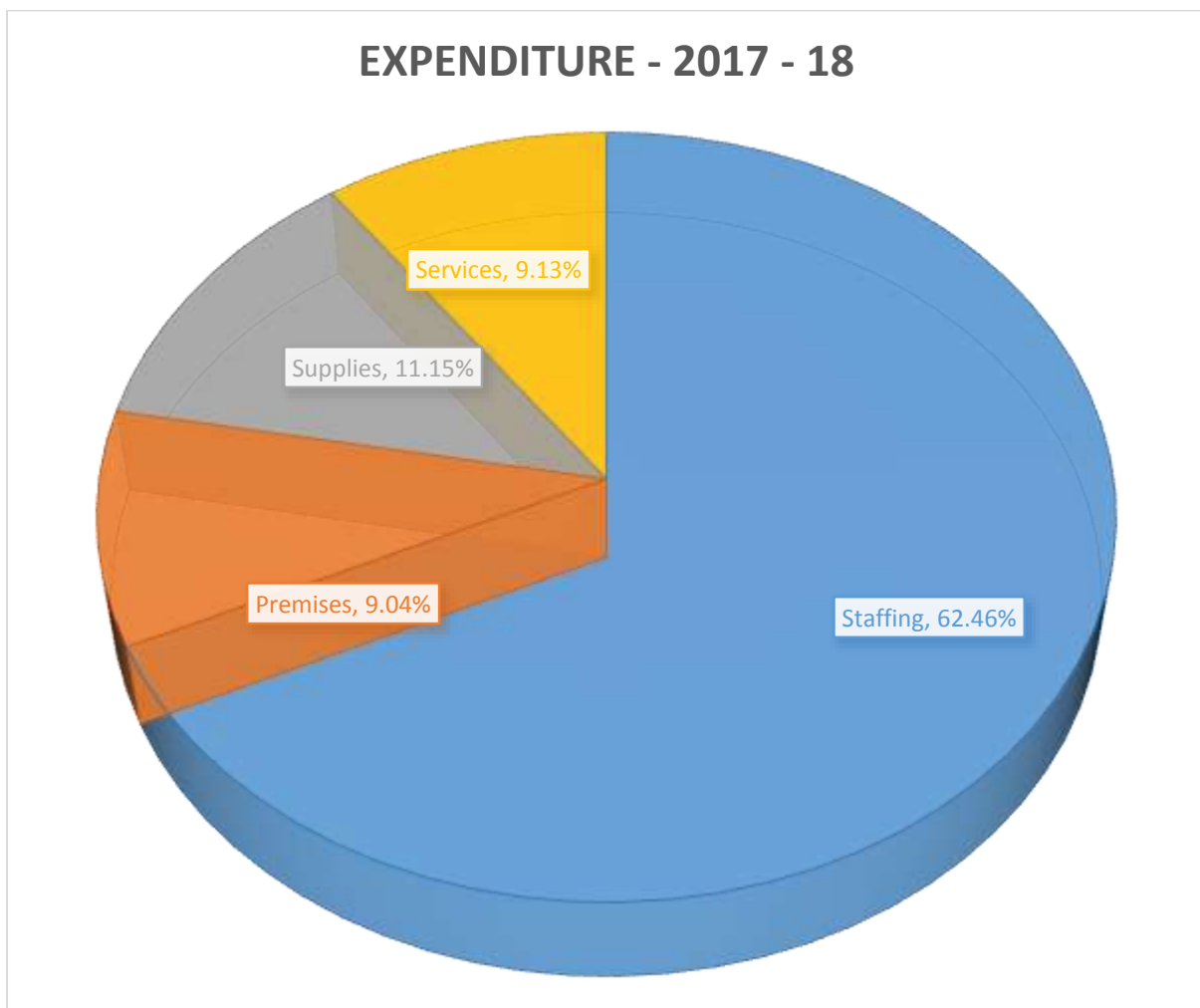
- The school was inspected by Ofsted in April 2017 and was rated as 'outstanding' in all areas.
- However, we want to keep improving. In response to our Ofsted inspection report, we have:



- Continued to improve our facilities to make it safer and more convenient for our students, staff and parents.
- Continued to improve our curriculum by introducing more subjects and more choice. This includes subjects such as Computer Science, Performing Arts, BTEC Creative Media Production, Food Technology and are looking for more this year.
- sharing excellent practice to all of our teachers.

How did we allocate our budget last year?

Last year, the school spent £3,239,453. The chart below shows how we allocated this spending:



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



- Significant work was undertaken during 2017-18 to improve the safety, security and efficacy of the estate. This includes:
- Addressing water leaks and replacing a faulty boiler in the school.
- Completing minor re-painting of classrooms, corridors and offices as well as the external part of the estate – including perimeter gates and walls, link bridges and pedestrian walkways.
- Yellow line-painting on all external steps and improving lighting in the school grounds to help visually impaired learners and staff.
- We are still working with new contractors to finalise the delivery of the final estate redevelopment.
- Most of all we gained a brand new purpose built Sports Hall.

