



Eden Boys

Eden Boys' School, Birmingham

A Free School with an Islamic Faith Ethos

School Profile

2017

What have been our successes this year?

Over the past year, we have:

- achieved the best attendance in the country, according to absence performance tables;
- secured 'Outstanding' ratings by DfE and Quality Assurance inspections;
- fundraised thousands for charity;
- increased the staff body by appointing at all levels, and in all faculties, including appointments for enhanced SEND provision;
- 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 needs and complex needs – in particular, through bespoke curricula, enhanced resources and intervention;
- 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 projects such as 'Winter gifts programme', 'Spirituality days', and community projects;
- invested significantly in the development of staff at all levels, through assisting NQTs in completing their induction year, and the offering of National Professional Qualifications including: NPQML and NPQSL;
- sustained the role of parents through a Parents' council that organised several community events e.g. Eid Bazaar, Ashoorah Iftari; and
- supported the fledging Olive Schools and Eden Schools in Coventry, and Waltham Forest by sharing our expertise, time and resources.

What we are trying to improve?

Currently we are working hard to improve:

- how well we sustain our achievement in all subjects;
- how well we sustain the percentage of students who are forecasted to achieve the English Baccalaureate certified by successfully achieving a grade 9-5 in English, Maths, Separate Science, Combined Science, History or Geography and a modern foreign language;
- opportunities for our students to develop leadership and take part in enriching experiences in all of their subjects;
- our learning and teaching, so that it is consistently 'Outstanding' more often, by ensuring all of our lessons have pace and challenge and are engaging;
- 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 needs with our teaching support staff;
- how we enable learners, parents and staff to make effective use of our sports', ICT and recreational facilities outside of school hours;
- how we sustain our standards and our faith ethos, whilst continuing to ensure that the school is as inclusive as welcoming to people of all faiths and cultures as possible; and
- how we sustain the leadership and management to support the long-term future of the school.

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

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

- providing 'bespoke' curricula to learners with special needs, so that 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, Science, Maths and Humanities lessons;
- undertaking CATs at the start of Year 7 to set individual targets suitable to each child's ability, and to identify students who will need support in the classroom with literacy and numeracy;
- 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;
- differentiating in our lesson planning and teaching to support and challenge the least and most able;
- providing out-of-hours opportunities to support and challenge the least and most able; and
- 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, 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 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;
- assemblies and collective worship that focus on safe practices, good character, and values;
- regular lessons for learners on mainstream British values and the risk of radicalisation, extremism and sexual exploitation;
- P.E, Science, Citizenship lessons, and 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 to 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; and
- all new students and parents receiving an e-Safety session as part of their induction to the school.

How are we working with parents and the community?

We work with our parents and community to:

- seek advice and guidance through our Parents' *Shura*;
- inform them of school activities and progress through termly Principal, Pastoral and Student newsletters, and annual reports;
- involve them in learning more about the school through numerous Open Days and Parental induction meetings;
- inform them of their son's progress through half-termly reports and parents' consultation meetings each year;
- invite them to key events in the life of the school to celebrate our collective successes, such as 'Achievement Awards' evening each year;
- 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 charitable projects e.g. Eid Bazaar, 'Make a Child Smile', Winter Gifts programme; and
- 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 punctuality 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;
- working closely with the Educational Welfare Officer, other experts and parents to support students with lower levels of attendance; and
- rewarding outstanding attendance and punctuality by all students.

Our school expects all students to behave well in and around the 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; and
- 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, we really value the perspectives of our students.

In Stakeholder feedback that we carried out last year, we found that our students:

- are strongly supportive of the school's academic expectations;
- believe that the school is very well organised and managed;
- felt that learning and teaching in the school is very good;
- appreciate the support that they receive to do well in assessments, particularly recognising the revision resources that each subject provides;
- believe that the school has a caring ethos with good advice on healthy lifestyles and relationships;
- appreciate that their views are listened to, and that they are able to use the Student Shura (Council) to express their concerns;
- liked the wide variety of trips, extracurricular clubs, and events that the school offers, but wanted more residential trips;
- wanted more guidance on future career options;
- liked the availability of fresh, hot food, but wanted more meal options and particular choices; and
- appreciate that school has high expectations of them and encourages high standards of behaviour and work but wanted more of their achievements to be recorded and celebrated.

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

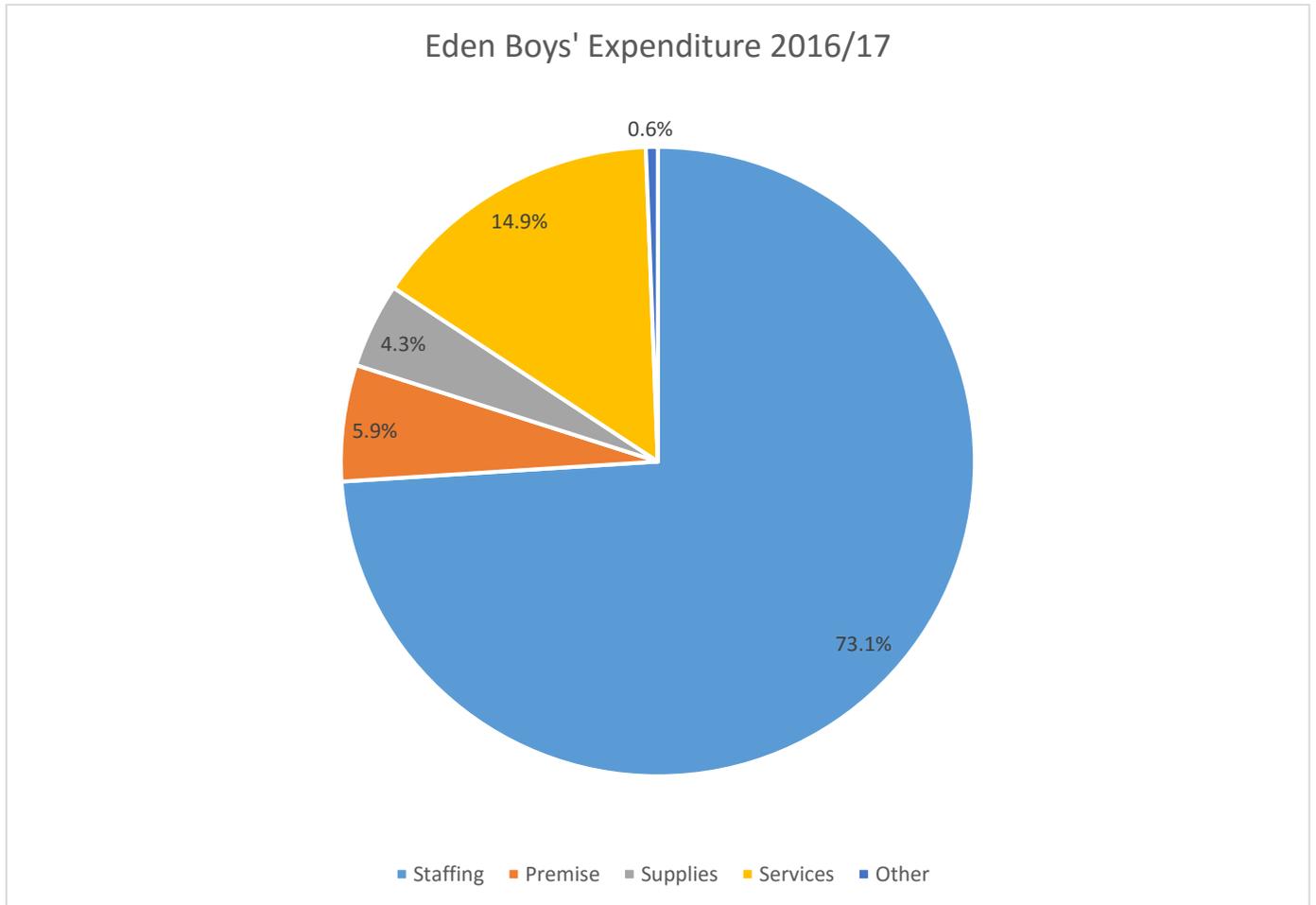
- introduced a rigorous careers programme focused towards KS4, involving a one-to-one careers clinic, visits to careers fairs, a careers corner and visits to Russell Group Universities;
- introduced a managed catering service, Chartwells;
- introduced more activities to help encourage learners to adopt healthier lifestyles, including many after-school sporting clubs, lessons in PSHE, Citizenship and P.E. on nutrition and exercise, 'Healthy Eating' Days, 'Smoothie-bike' Challenges, and year-round activities, on nutrition, mental health, and allergies delivered by Birmingham NHS Children & Families;
- introduced more residentials for pupils to expand the learning offer beyond the curriculum e.g. Kingswood;
- introduced 'Star of the Week' and the 'T-Bacc' award to reward excellence in Character, Behaviour, Attendance, Punctuality and Attainment; and
- introduced Tarbiyyah Mentoring for pupils to raise and discuss any worries at home or at school.

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 subject areas;
- enrichment visits to challenge and engage most able students, in particular in English and Maths;
- literacy and numeracy support sessions and revision sessions at KS3 to support student achievement;
- a programme of special assemblies, winter fast, reflection, charitable giving and community service to promote personal and character development;
- participation in 'World Book Day', 'STEM Day', 'National Science Week' and other special days to mark wider learning in each curriculum subject;
- participation in 'Aston Villa Social Enterprise' course and 'Mosaic Enterprise' scheme to learn about business and work-related skills;
- participation in the 'CMI Teaching Future Leaders' course to develop leadership qualities;
- participation in 'Spirituality Days' and other activities to enhance creative and values learning;
- participation in 'Citizenship Week' to learn about, and develop an appreciation of, British values, the centenary of World War 1 and the 800th year of the Magna Carta;
- involvement in local authority projects aimed at community cohesion; and
- 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 £1,501,984. The chart below shows how we allocated this spending.

(‘Other’ includes expenditures such as employees’ expenses).