



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

EDEN BOYS' SCHOOL, BIRMINGHAM

ANNUAL REPORT TO PARENTS 2020



What have been our successes this year?

Over the past year, we have:

- Achieved outstanding GCSE results based on teacher predictions. Exams were cancelled this summer due to the COVID—19 pandemic. Teachers predicted a grade for each student in their subject based on the student's performance in tests throughout the year and the quality of their work during lessons.
- Been designated by the Government as one of the best schools in the country for progress made by those who have the worst KS2 results from primary school and for progress made by students who come from deprived backgrounds.
- Achieved one of the best levels of attendance and lowest levels of absenteeism in the country – improving on the previous year.
- Continued to develop our curriculum to make the learning in all subjects rich, deep and knowledge based.
- 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 (including mental health) for our learners, led by our Heads of Year and supported by '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 Ramadhaan, volunteering placements, initiatives around manners and charitable fundraising.
- Delivered tens of projects for our Leadership Specialism
- Raised around £10,000 for charity and completed hours of community service and volunteering by our students (as part of our STAR Diploma Award).
- Delivered the National Citizens Service for a record number of students.
- Delivered excellent careers guidance for students of all ages, securing all eight benchmarks of the 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 tens of local employers and learning providers.
- Invested significantly in the development of future and existing middle and senior leaders, through the National Professional Qualifications for Middle and Senior Leadership.
- Supported the fledgling schools and sponsored Academies within Star Academies by sharing our expertise, time and resources.

What are we trying to improve?

Currently, we are working hard to improve:

- The vocational subjects we offer to learners, particularly to provide more learners with the opportunity to undertake technical learning.
- How well we maintain our excellent exam results over the next few years, particularly with more difficult examinations having been introduced at GCSE.
- How well we maintain 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.
- How we can ensure that our provision is sustainable for many years despite significant reductions in our school budget.
- How we are encouraging learners, particularly those who enter secondary school with poor literacy skills, to read more frequently.
- Develop the Leadership Specialism of the School further and help every learner to access activities within each of Star's five leadership foundations of sport, creativity, performing arts, enterprise and careers, charity and social action.
- 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 – including with mental health - particularly a small minority of learners with particular emotional and behavioural difficulties.
- How we enable learners, parents and staff to make better use of our sports', ICT and recreational facilities outside of school hours.
- How we protect sensitive information about our learners, staff and parents – to reflect new expectation from the General Data Protection Regulations.
- How we sustain the leadership and management of the school to support the long-term future of the school.

What were our GCSE results?

Our **GCSE** results in 2020 were outstanding, the school is one of the highest achieving in the country. The analysis below shares the headline outcomes for the school based on teacher predictions and the exam board issued grades.

Year	% of students achieving Grades 9-5 in English and Maths	'Attainment 8' Score	'Progress 8' Score	% of students achieving the English Baccalaureate	Average Grade in English Baccalaureate
2020	89	64.89	+1.78	47	5.83

The school's GCSE results compare very favourably with those of other schools in the local authority and nationally. Our school is one of the top 100 highest achieving schools in the country (based on value-added which measures how good a school is at improving a student based on their previous results).

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

At Eden, 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 emotional, behavioural or spiritual needs.
- 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, local authority experts and parents to support children with 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 an annual Sports Day 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, 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.

How are we making sure that our curriculum is ambitious, develops cultural capital and is organised to meet the needs of all learners?

At Eden, we aim to ensure that the needs of each child are considered by our curriculum and our teachers. We do this by:

- Ensuring that almost all our learners complete the full English Baccalaureate of subjects – including learning in English Language, English Literature, Maths, Science, Humanities (History and Geography) and Modern Foreign Languages.
- Delivering a curriculum that is rich, deep and knowledge-based for all learners.
- Having clear scheme of work for all subjects in which units of learning are clearly sequenced and learners are taught to remember more knowledge over time.
- Developing the ‘cultural capital’ of our learners by:
 - Teaching the essential knowledge that pupils need to be educated citizens – studying the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.
 - Using English lessons teach some of the best poetry and literature of different ages.
 - Promoting reading for pleasure, including participation in the Star Readers’ challenge.
 - Teaching Ethics and Philosophy through Religious Studies lessons.
 - Delivering Art lessons.
 - Teaching the breadth and depth of British, European and World History through the ages and impact on present day.
 - Delivering Geography lessons to improve understanding of cultures, interconnectivity of the world’s communities and species.
 - Using Science lessons to teach about the contributions of the some of the most consequential scientists in History.
 - Delivering two modern foreign languages in a way that brings a foreign culture into the classroom, including using bespoke authentic resources where possible.
- Embedding the R-18 framework within our curriculum and helping every learner to access activities within each of Star’s five leadership foundations of sport, creativity, performing arts, enterprise and careers, charity and social action.
- 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.

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.
- 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 Star R-18 Leadership framework 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.

To help our students to become successful leaders and active citizens, we:

- Help every learner to access activities within each of Star's five leadership foundations of sport, creativity, performing arts, enterprise and careers, charity and social action.
- Deliver community service projects to help our students put their moral and civic leadership skills into practice.
- Recruit our students to important leadership roles within the school – such as Student Council, Peer Mentor and Prefect – 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 newsletter – edited and published autonomously by learners – to report on school activities and important national themes and issues.
- Encourage our students to participate in the National Citizens Service.
- 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.
- Deliver the CMI leadership programme for students in Year 9.
- Ask our student leaders to represent the school at key events such as memorials to mark the Holocaust, Srebrenica Massacre 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, £10,000 was raised for local and national charities.
- Ask each of our students to deliver a speech to their peers in assembly on a topic or issue close to their heart. This promotes oratory and communication skills.

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 and within each of Star's five leadership foundations of sport, creativity, performing arts, enterprise and careers, charity and social action.
- 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, 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', 'Art Days' and other activities to enhance creative and values learning.
- Participation in 'Citizenship Week' to learn about, and 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.
- University visits and University preparation events & courses.
- A programme of visits by professionals from a range of sectors, to raise awareness of careers and university courses.
- A careers' fair and workshops with leading universities and employers to improve awareness of opportunities beyond school.
- A mentoring programme delivered in partnership with universities to promote progression to Higher Education.
- Arranging visits, and providing bespoke support, for Gifted and Talented students to access the best universities.

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

We strive to help our young men pursue the best possible progression pathways after completing their education at our school.

- We deliver all eight benchmarks of the Gatsby Framework for Careers' Education, Information and Advice. These eight benchmarks include:
 1. A stable career programme.
 2. Learning from career and labour market information.
 3. Addressing the needs of each student.
 4. Linking curriculum learning to careers.
 5. Encounters with employers and employees.
 6. Experiences of workplaces.
 7. Encounters with further and higher education.
 8. Personal guidance.
- 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.
- Students are offered one to one independent advice and guidance interviews to explore their study and career options beyond school and college. These guidance interviews provide an overview for students and their options including Apprenticeships and information on the current Labour Market.
- Students have the opportunity to visit universities including Oxford and Cambridge.
- Our annual Careers Fair takes place in the summer term. Inspiring guest speakers provide a keynote address before students explore over thirty providers from various sectors. A wide spectrum of providers attend the fair including representatives from local businesses, higher & further education institutions.
- Our Careers' Education, Information, Advice and Guidance (CEIAG) provision is evaluated with students, teachers and employers on an annual basis.
- We track our students for three years after they leave our school and college to better understand how successful they are in progressing to careers and new courses.

What do our pupils do after Year 11?

Last year 98% of Year 11 students at Eden progressed to Further Education. Most of these students study A Levels, though a minority undertake vocational courses.

Around 28% of the Year 11 leavers secured places at the local grammar schools.

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 independent feedback that we commissioned last year, we found 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 – but want teachers to make the lessons and assemblies more 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 facilities for computing and printing.

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

- Introduced new subjects to study, including enabling more learners to study creative subjects.
- 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.
- Improved the quality of assemblies – with more videos, external speakers and a range of themes.
- Improved training to our teachers to make lessons more enjoyable.
- 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' Council.
- Gather feedback on school provision as part of regular parent surveys.
- 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 son'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 'Presentation Evening' each year.
- Receive guidance from parents and the community on school plans and initiatives.
- Provide support and challenge to the school through the parent governors in the Local Governing Body of the school. This year, we elected new Parent Governors to serve on the Local Governing Body.
- Develop and deliver learning and sports' provision for parents and the community as part of our extended services.

What have we done in response to our Ofsted report?

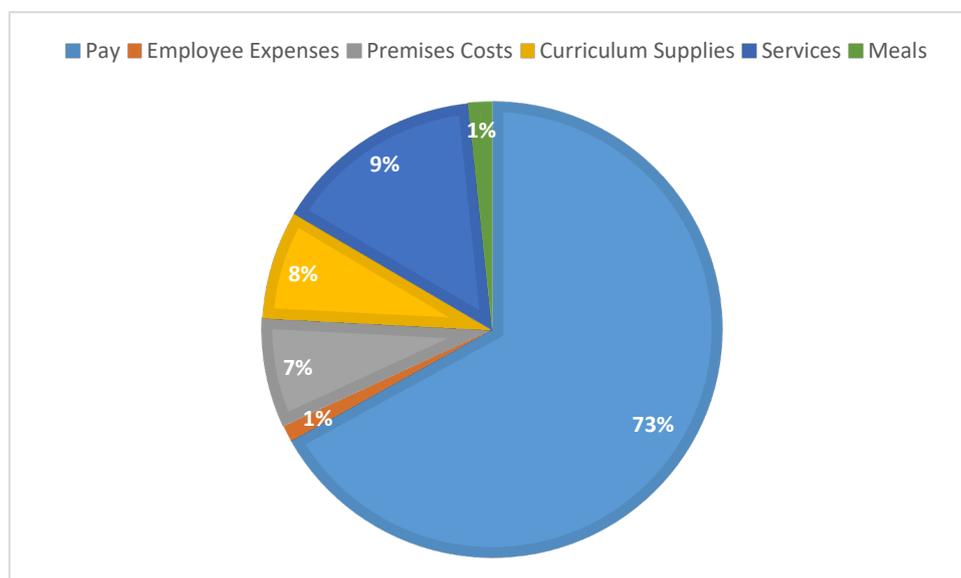
The school was inspected by Ofsted in May 2018 and was rated as 'outstanding' in all areas.

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, vocational courses in Sports Studies and Art and Creative iMedia.
- Worked to improve teaching further, by focusing on sharing excellent practice to all of our teachers.
- Continued to enhance initiatives and activities to encourage our learners to develop healthy lifestyles – including the awareness of learners and staff to the risk of radicalisation and sexual exploitation.

How did we allocate our budget last year?

Last year, the school spent £3,154,451. The chart below shows how we allocated this spending.



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

Significant work was undertaken during 2019-20 to improve the safety, security and efficacy of the estate. This includes:

- Creating additional teaching spaces
- Improving the greenery around the estate
- Completing minor re-painting of classrooms, corridors and offices
- Installation of new ICT suite