



Eden Boys' School Bolton

*Annual Report to Parents
2018*



Star



Eden Boys

Overview of achievements 2017-18

2017/18 was another great year. In addition to all those things that we do every year and that make us the 'Outstanding School' we have this year had more notable moments.

- Outstanding GCSE Results - In top 5% (or better) for all key measures of school success including overall student progress (progress 8, attainment 8, 9-4 and 9-5 in English and Maths)

Performance Measure	Eden 2018	National 2018	+/-
Progress 8	0.95	0.00	+0.95
Attainment 8	60.0	46.4	+13.6
% of pupils who achieved a grade 5 or above in English and maths at the end of KS4	78%	43%	+35%
% of pupils entered for the English Baccalaureate	90%	38%	+52%
% of pupils achieving the English Baccalaureate at grade 5/C or above	31%	17%	+14%
Ebacc average point score	5.46	4.03	+1.43
% of pupils continuing in education or training, or moving on to employment in the year after the end of KS4	100%		

- Progress of disadvantaged groups, attendance and exclusions also in top 5% in the Country
- Continued to improve the standard of our teaching through regular training and coaching with over 90% of teaching judged to be good or better with 53% outstanding
- Amongst the best schools in the Country for overall Attendance (97.7%) , punctuality (98%) and persistence absence less than 4%
- Met all statutory duties and deadlines
- Trust Quality Assurance visits continue to judge the school as being outstanding or better in all categories – the school was judged to be outstanding in every category during the Ofsted inspection in May 2017 and the Section 48 (Faith) inspection in Jun 2017
- Safeguarding, behaviour and welfare continue to be outstanding – delivered a wide range of training including by local Police around the Prevent agenda
- Continued to deliver an outstanding intervention offer starting from Year 7 and going right through to an extensive year 11 intervention and revision programme including sessions after school, in the evenings, at weekends and during the holidays
- Successfully delivered first set of GCSE exams including getting a 'no points for improvement' inspection from the JCQ inspector
- Continued to deliver a rich and varied enrichment programme including:
 - ❖ Visits to the theatre and museums
 - ❖ Visits to national STEM events such as the Big Bang at the NEC and Media City
 - ❖ Residential trips to the Lake District
 - ❖ watching live premier ship football, Premier division Rugby union and international cricket
 - ❖ Trips to colleges and universities
 - ❖ Sports days; and Football and cricket competitions within school, across the Trust and with other schools in Bolton
 - ❖ Ramadhan, Iftari and Charity programmes – raised over £15,000 for good causes
 - ❖ 35+ students have now completed the memorisation of the entire Qur'an – they came together every Friday to read one full Qur'an between as a way of giving thanks for everything good we have in school and praying for continued blessings in the future
 - ❖ Umrah trip
 - ❖ Delivered hampers to St. George's old people's centre
 - ❖ Sunnah sports such as Archery, wrestling and swimming
 - ❖ Spoken word poetry, Nasheed and Qur'anic recitation incorporated into Assemblies and reward events
 - ❖ End of term reward trips including Blackpool

- ❖ Inter-school and Borough wide events including Inter-Faith Week, Prince's Trust, Enterprise Days and Holocaust Memorial Day
 - ❖ Community Action Day – community service project delivered in partnership with BCoM and involving cleaning up Heaton Cemetery
 - ❖ In school Shura elections and running elections for the Bolton Youth Council
 - ❖ 'Reading around the world project' – and English/Art project leading to successful pupils having their work published
 - ❖ Raised over £15,000 for charity including money raised on our Family Fun Day – community engagement event – 1000+ people attended and raised over £6500 for orphans in Syria
 - ❖ A wide range of speakers and visitors into school and assemblies e.g. faith leaders from other faiths, the British Army, STEM professionals
 - ❖ Provided a wide range of Student Leadership and Development opportunities including:
 - ✓ Head Boy, Deputy Head Boys and Prefects
 - ✓ Student Shura (Council)
 - ✓ Student Mentors and Buddies
 - ✓ Star Envoys
 - ✓ STEM and Enterprise ambassadors
- Delivered a wide range of careers guidance for students of all ages in line with the Gatsby Framework including impartial guidance interviews, visits by professionals from a range of work professions, trips to universities and local industry, support for college applications and a careers' Fair.
 - Successful external audits of the school financial and governance procedures. Both internal and external audits found the school's systems, processes and procedures to robust and reliable.
 - Successfully recruited staff for all subjects for the upcoming year
 - Invested significantly in the development of teachers, future middle and senior leaders with:
 - ✓ 6 NQTs successfully completed their induction year
 - ✓ 2 middle leaders have successfully completed the NPQML
 - ✓ 4 senior leaders who have previously completed NPQML are now enrolled on the NPQSL programme
 - ✓ 7 aspiring leaders are enrolled onto the NPQML programme starting in Sept. 2018

What are we trying to Improve?

- Maintaining and building on our excellent GCSE results so that our students continue to be amongst the best in the Country – we are aiming to move from being in the top 5% to being in the top 1% for all the main indicators
- Maintaining the percentage of students achieving the English Baccalaureate by successfully achieving grades 9 – 5 in English, maths, Science, History or Geography, and a modern foreign language
- Introducing extra GCSEs to challenge the most able and vocational subjects for those where all of our GCSE courses may not be appropriate
- Further enhancing our estate and facilities e.g. by laying a 3G AstroTurf pitch so that students can enjoy outdoor sport all year round or by creating more sheltered spaces outside the main building by installing canopies
- Further improving our teaching so that even more lessons are rated ‘Outstanding’
- Creating more opportunities for our students to develop and demonstrate leadership skills
- Creating more opportunities for our students to provide community service e.g. by community clean up campaigns and links to the local hospice, old people’s homes and through work experience
- Creating more opportunities for enrichment so that students gain a wide and exciting range of opportunities that will challenge and broaden their thinking, enthuse and energise their imagination and inspire them to ‘step outside their comfort zone’
- In light of the challenging funding situation for schools, to continue to find ways to make our funding go further (more for the same/less) through better procurement, collaboration with other Trust schools and increased efficiency
- Further enhance our Pastoral and SEN&D systems so that our most vulnerable learners can continue to thrive

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 particular emotional, behavioural or spiritual needs.
- Peer mentoring provided by trained students to support younger students with particular 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 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, 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 and beyond, so that more able learners can complete extra GCSEs 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.
- 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.

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

- Deliver Citizenship lessons, a 'Citizenship Day' and community service projects to help our students put their moral and civic leadership skills into practice.
- Enable our students to take part in projects around racism, cancer awareness, the environment, human and animal rights, equality and disaster relief.
- 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 the Duke of Edinburgh Award – developing and applying leadership skills to physical activity, volunteering and activities such as orienteering and expeditions.
- 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.
- 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.
- Deliver an 'Enterprise Day' for all students, and a full week of 'Enterprise Week' for students in Year 10, to promote skills in entrepreneurial leadership. Students set up a business, produce and market products, lead on key roles within their teams, receive visits from business leaders and raise funds for charity.
- Encourage our students to lead on charitable projects. Last year, £15,000 was raised for local and national charities and thousands of hours of volunteering was completed.
- 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.
- 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 'enterprise days' and 'enterprise week' to learn about business and leadership and work-related skills.
- 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 and Armistice Day.

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

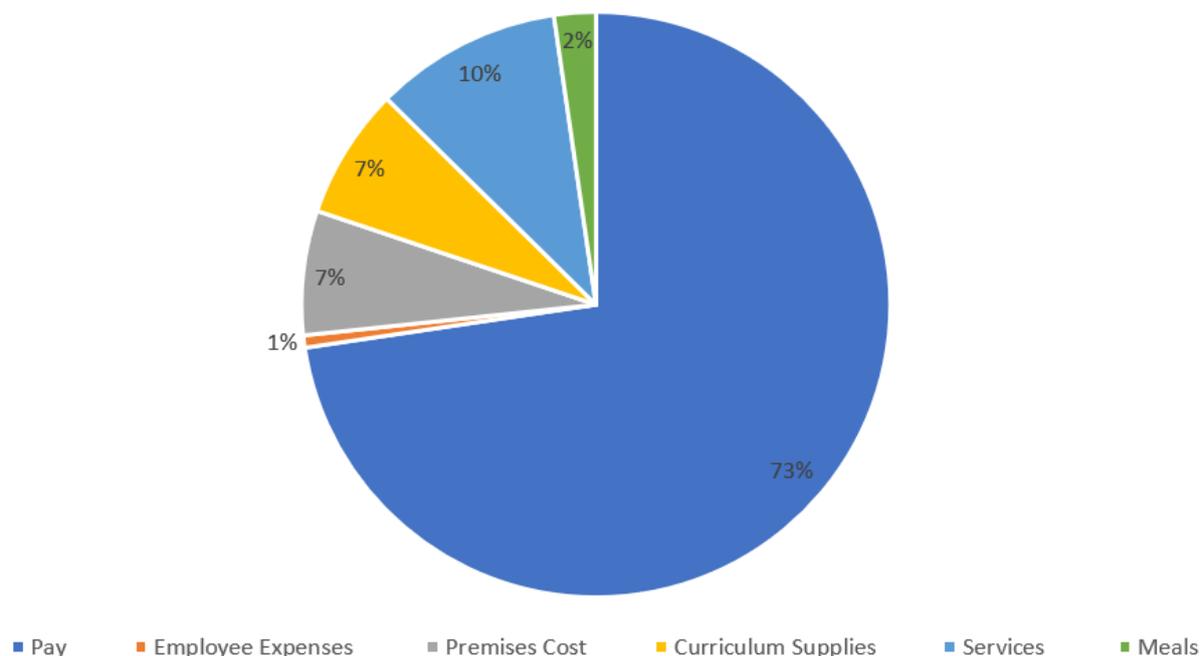
- We strive to help our young women pursue the best possible progression pathways after completing their education at our school.
- In order to help them prepare for college, university and the world of employment, we provide timely careers guidance, enterprise and leadership initiatives in school.
- 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 men and women from the community and beyond to inspire our learners to be the very best they can be.
- As part of their preparations for the world of work, students participate in an Enterprise programme during KS3 and KS4. Here students have the opportunity to launch their own small businesses, and acquire skills of merchandising, marketing, sales and business organisation.
- Inspirational guest speakers address our students to stimulate their business acumen during intense enterprising endeavours while raising large sums of money for local and global charities. Local STEM providers offer students an overview of their progression pathways through interactive sessions.
- 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 thirty providers from various sectors. Parents are invited to join their sons in exploring university stalls, apprenticeship providers, employers and voluntary services. A wide spectrum of providers attend the fair.
- Our Careers' Education, Information, Advice and Guidance (CEIAG) provision is evaluated with students, teachers and employers on an annual basis.

What do our pupils do after Year 11?

All of our students last year went onto into Further Education or Apprenticeships. Most of these students study A Levels, though a minority undertake vocational courses such as those relating to Health and Social Care, Science and ICT.

How did we allocate our budget last year?

Last year, the school spent £2,755,035. 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 further improve the safety, security and efficacy of the estate. This includes:

- Re-design and re-model the front office to provide more privacy for parents and visitors
- Created a new student hatch to the main office from within the main corridor to reduce congestion in Reception
- Made further improvements to the layout of the Library and invested in more books to make the Library a more appealing place for students
- Completing minor re-painting of classrooms, corridors and offices as well as the external part of the estate to ensure the building continues to look immaculate and functions safely and efficiently
- Further enhancing provision for disabled students by creating a fully accessible toilet room with hoist facilities on the ground floor
- Further enhancing the security of the building by installing 'mag locks' on the external gates
- Installing 'mag locks' to the school library and Upper floor social areas to better control student movement inside the building

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.

Through regular informal surveys of children conducted by Learning Coordinators and Heads of Years, and through feedback provided by the Student Shura (Council) , 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.

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

- 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.
- Introduced the Star Diploma – which rewards learners for good attendance, behaviour and volunteering.
- Increased the range of enrichment activities on offer and increased the number and variety of school trips and visits
- Introduced student lockers and coat hooks so that students don't have to carry their full bags and coats with them to lessons
- Introduced a split lunch so that lunchtimes are less congested and there are more activities including better access to the Sports hall, MUGA and pitch
- Provided a range of hot and cold snacks at break time
- Improved the range and quantity of books in the library
- Provided a regular opportunity for the Student Shura to provide direct feedback to our caterers to further improve the menus on offer
- Improved the quality of assemblies – with more entertaining activities, 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, apprenticeship 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 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 for community projects through our experiential curriculum in Citizenship and support for charitable projects.
- Provide support and challenge to the school through the parent governors in the Local Governing Body of the school.
- Develop and deliver workshops for parents e.g. on e-safety.

What have we done in response to our Ofsted report?

The school was inspected by Ofsted in May 2017 and was rated as 'outstanding' in all areas.

However, we want to keep improving. In response to our Ofsted inspection report, we have:

- Introduced more practical problem solving activities especially at KS3 in Maths
- Continued to make sure we have a thorough induction and development programme for newly appointed staff, and especially for newly qualified teachers
- Continued to improve our facilities to make it safer and more convenient for our students, staff and parents.
- Continued to improve our curriculum and enrichment offer by introducing more subjects and more choice. This includes subjects such as Art, Design Technology and vocational courses 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.