



Eden Boys

**Eden Boys' Leadership Academy,
Birmingham East**

Year 6 Open Evening 2022

Thursday 6th October 2022

***Nurturing today's young people,
Inspiring tomorrow's leaders.***



Our School

At Eden Boys' Leadership Academy Birmingham East, we will provide a high-powered learning environment with a commitment to wider personal progression, including the development of character and an intelligent moral, spiritual and ethical compass. We aspire to develop learners who are outstanding human beings, active and participatory citizens, and exemplary members of their community-contributing to the development of successful communities.

Our Vision

Nurturing Today's Young People, Inspiring Tomorrow's Leaders. The school's vision is underpinned by three core elements: [educational excellence](#), [Character development](#) and [Service to communities](#).

Our Mission

To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

Our mission consists of three key elements:

Educational excellence

The school will promote excellence in everything its students undertake. The school insists on:

- high expectations, aspirations and a spirit of excellence
- personalised excellence that results from a passionate belief that each individual is unique and special; our job is to nurture this talent
- healthy competition that will permeate the life and conduct of the school
- ambition for all students to go to university or pursue a career.

Character development

Our school is not an inward-looking organisation. It recognises the importance of society and the contribution each individual must make to sustain it. The school will constantly:

- develop a cohesive identity so that our pupils, their parents, and communities feel a strong sense of belonging to the Star "family".
- focus on a values-based education that instils honesty, integrity, compassion, and mutual respect into all our pupils.
- promote a strong core of tenacity, self-respect and self-belief that inspires each pupil to become the best person they can be.
- promote service, respect and citizenship among the students and parents
- develop responsibility in the individual, to peers, to the local community and to wider Society
- focus from day 1 on Leadership Development and on emotional intelligence.
- A cohesive identity so that our pupils, their parents, and communities feel a strong sense of belonging to the Star "family", regardless of faith or background.



Service to communities

- A determination to develop outstanding British citizens who are proud of, and contribute to, the social and economic prosperity of our country.
- A sense of personal accountability and of responsibility to others.
- A commitment to charitable endeavours and to making a difference to our world.

Our Values

The school is driven by the belief in setting the highest standards in every aspect of school life to help its students attain educational excellence, career success and determination to contribute to the greater good in the local, national, and global community. Everything we do is driven by our values:

Service - Taking responsibility for our community

- We prioritise people in every decision we make.
- We embrace opportunities to contribute and work beyond the call of duty.
- We take every opportunity to improve the service to our community.

Teamwork - Working together for excellence

- We take opportunities to learn with and from others.
- We nurture collaborative partnerships inside and outside that energise and inspire.
- We take responsibility for our mistakes and the mistakes of others, and we learn from these mistakes to continuously improve.

Ambition - Aspiring to be our best

- We are organised, efficient and set high expectations for ourselves and others.
- We work hard and take pride in our work.
- We relish challenge.

Respect - Treating others as we wish to be treated

- We are approachable, caring and inclusive.
- We make the right choices even when there are difficult circumstances.
- We are considerate, attentive, appreciative and encouraging.



Star Pledge of Excellence

High expectations

We have the highest of expectations of our pupils. We expect all of our pupils to attend school on time every day, ready to learn and achieve.

Our schools provide safe, focused and happy environments for learning. Outstanding behaviour improves pupils' capacity to learn. We enforce our behaviour policy robustly and consistently across the school. Our pupil code of conduct sets out the high standards of behaviour that we expect. We are positive when our pupils behave well, but have clear consequences for misbehaviour and a zero tolerance of bullying, abusive or discriminatory language and violence. All adults in our schools model the positive behaviour we expect of our pupils. Equally, we expect our parents to reinforce these behaviours at home.

We work hard to create a culture of high aspirations throughout the school. We set ambitious targets for every pupil. Our aim is that every pupil should achieve at least a grade higher than the national expectation in each phase of their learning. Staff, pupils and parents are involved in the whole process of setting the targets and are expected to take responsibility for them once they are agreed.

A high-powered, knowledge-based academic curriculum

Star Academies curriculum is broad and balanced, with an emphasis on academic success. Our schools prioritise learning in Literacy, Numeracy, Languages, Humanities and Science. Our curriculum is both coherent and cumulative, with an emphasis on the critical importance of knowledge acquisition. Our pupils are required to read extensively from a broad range of high quality and increasingly challenging literary and technical material across all disciplines.

Our curriculum is designed to cultivate well-rounded, intelligent and socially aware pupils, but it is also tailored to deliver excellent academic results. Regardless of background or prior ability, we aim to secure the best outcomes for all of our pupils, ensuring that our curriculum gives a solid foundation for future learning at every stage.

Carefully focused traditional teaching, rigorous tracking and personalised intervention

Our approach to teaching is traditional – good teachers, with sound subject knowledge, leading the classroom and delivering a focused curriculum. All lessons are intricately planned and take into account models for best practice. Our teaching staff develop innovative and highly successful approaches to sustain pupils' interest. This enables us to push the boundaries of the possible to achieve the improbable.

We have the highest expectations of every child. Every child at a Star school has their progress closely monitored to ensure they are always meeting their - and our - high expectations. After each assessment, targets are set for every pupil and appropriate interventions and personalised 'catch-up' activities are planned. Targets are regularly reviewed and revised in accordance with the pupil's achievement.



We send home report cards five times a year to ensure that parents are kept abreast of their child's progress and are immediately informed if any issues arise. We meet parents whose child is at risk of not achieving their potential after each report card. Pupils are celebrated and rewarded for their successes but, just as importantly, we intervene immediately with a personalised approach if there is a cause for concern.

Highly qualified staff that are motivated, well trained and using cutting edge research

We believe that the most effective learning goes hand-in-hand with the most inspirational teaching, which is why our teachers are some of the best in the business. They are highly motivated and benefit from extensive training and continued professional development. This support means they deliver the very best outcomes for pupils, helping them to realise their potential.

A rich and diverse leadership programme that grows character and inspires charitable and social action

Our R-18 Leadership Framework is designed to instil the three interdependent Star Leadership Characteristics of Performance Leadership, Moral Leadership and Civic Leadership - characteristics that together ensure our pupils not only 'do their best' but 'do the right thing' and play a full role in society.

The Framework sets our focus for leadership development, laying out the key competencies required to develop as well-rounded, ethical and accomplished leaders of tomorrow.

By developing an aptitude for Performance Leadership, we equip our pupils with the skills to realise their potential for excellence in any performance-related environment. Programmes in sports, creative arts and entrepreneurship offer powerful opportunities to build resilience, cultivate ingenuity and develop leadership potential. Our careers and universities offer focuses on the skills, experience and qualifications required by leading employers and prestigious universities. Through this rounded Performance Leadership programme, pupils learn that success is largely contingent on effort, diligence, perseverance, a strong work ethic, mental toughness, self-discipline and an enduring ability to maintain a positive attitude.

An effective leader does not, however, rely on results alone and - by emphasising the importance of Moral Leadership - our pupils grow to value the traits of integrity, justice, equity, caring, respect and cooperation; all of which are needed for successful interpersonal relationships and ethical conduct. Our Ethics and Values Programme provides learning opportunities for our pupils to work through real life ethical dilemmas and challenges and engage in debates and public speaking - activities which foster a respect for others, ethical reflection and a critical consciousness.

Our focus on Civic Leadership develops a commitment to environmental responsibility and sustainability and accentuates the importance of citizenship, charity and social action. Pupils experience the merits of community volunteering from a young age. Our project-based civic curriculum teaches young people critical life-long leadership skills such as collaboration,



resourcefulness and accountability. Pupils take on increasingly responsible leadership roles that culminate in Civic Leadership Projects in which they identify a community concern, and then plan, execute and evaluate a project to address it. “Giving something back” is fundamental to our philosophy and all of our pupils, from the youngest to the oldest, also enjoy planning innovative ways to raise money for charities in the UK and beyond. Together, these opportunities for civic and charitable activities seek to nurture a growing sense of agency and connect our pupils constructively to their community.

Our Leadership Lecture series brings together highly successful leaders from the worlds of business, politics and the public sector who embody performance, moral and civic leadership. Secondary school pupils benefit from hearing the success stories of over 100 local, regional and national leaders, and primary school pupils have an opportunity to engage with up to 50 influential keynote speakers. These aspirational role models offer real-world advice about setting, achieving and surpassing personal goals, nurturing ambition and self-motivation in all our pupils.

Through participation in our unique leadership programmes, pupils work towards securing the core Star Leadership Characteristics. The R-18 Framework recognises pupils’ accomplishments and accredits the leadership skills, knowledge and attributes sought by top universities and employers, feeding directly into our vision of *nurturing today’s young people and inspiring tomorrow’s leaders*.

Faith Charter

Our faith lies at the heart of all that we do. We are part of a community that believe that:

- Serving God, honouring the Prophets and loving each other is the central focus of our lives.
- We should demonstrate the values of Ikhlas (Sincerity), Ihsan (Going the Extra Mile) and Itqan (Striving for Excellence) in everything we do.
- Our faith can be a force for achieving good in our lives and in the world.
- We want to be the best people of faith and the best British citizens that we can be.
- The more we learn about our faith, the more we discover God and ourselves.
- Being faithful to our Lord is also about respecting and loving people of all faiths and none.

Our faith will inspire us to:

- Develop a healthy body and a healthy mind.
- Commit to regular prayer/self-reflection.
- Maintain good relationships and communicate lovingly with everyone we know.
- Serve others passionately.
- Take responsibility for looking after our planet.

Worship and Prayers

We are conscious that we serve pupils of all faiths and none. We do all we can to accommodate the worship and prayer needs of pupils from different faiths. We work hard to build good relationships with the leaders of the other main faiths in the local area, including working with them to provide pastoral support where this is needed. We encourage our parents to discuss any specific faith or other cultural needs as part of induction. No pupil is forced to take part in worship or prayers.



Staff Structure

Senior Leadership Team		
Name	Initials	Role
Asiyah Ravat	ARA	Regional Director and Executive Principal
Akhmed Hussain	AHU	Principal
Huda Ali	HAL	Interim Vice Principal: Quality of Education
Vacancy		Assistant Principal –Pastoral
Daria Makarova	DMA	Assistant Principal – Curriculum, Standards & Performance
Louisa Burnett	LBU	Assistant Principal – Teaching & Learning
Vacany		Business Manager
Richard Woodhall	RWO	Head of Finance and Business Services

Communications Faculty		
Name	Initials	Role
Victoria Guthrie	VGU	Director of Learning: English
Shamima Akhtar	SAK	Deputy Director of Learning: English
Waqar Hussain	WHU	Teacher of English
Shelly Allsopp	SAP	Teacher of English
Zobia Arif	ZAR	Teacher of English
Aneesa Shah	ASH	Teacher of English
Kirran Rehman Mir	KMI	Teacher of English
Gulshana Begum	GBE	Teacher of English - Trainee
Manoubia Larguet	MLA	Subject Lead MFL and Teacher of French
Naeem Mohammed	NMO	Faith Lead and Teacher of Arabic
Saleem Qureshi	SQU	Teacher of Urdu



Mathematics Faculty		
Name	Initials	Role
Farhana Jeewa	FJE	Director of Learning: Maths
Samehra Zahid	SZA	Deputy Director of Learning: Maths
Farooq Akhtar	FAR	Teacher of Mathematics
Amaara Ravat	AMR	Teacher of Mathematics
Mohammed Mohsan	MMO	Teacher of Mathematics
Iffet Farooq	IFA	Teacher of Mathematics

Science Faculty		
Name	Initials	Role
Babrou Miah	BMI	Director of Learning: Science
Daria Makarova	DMA	Assistant Principal – Curriculum, Standards & Performance
Shaheen Rehman	SRE	Deputy Director of Learning: Science
Iqra Shah	ISH	Teacher of Science
Ruksana Hussain	RHU	Teacher of Science
Shaheeda Begum	SBE	Teacher of Science
Iram Ashraf	IAS	Teacher of Science
Ingrid Tolan	ITO	Teacher of Science
Samira Jama	SAJ	Science Technician

Humanities Faculty		
Name	Initials	Role
Sheraz Gulzar-Khan	SKH	Director of Learning: Humanities
Faisal Razak	FRA	Interim Subject Lead R.E
Nadeem Yaqub	UBE	Teacher of History
Tanisha Lawrence	TLA	Teacher of Geography
Robin Drummond	RDR	Teacher of Geography
Saiqa Jabeen	SJA	Teacher of R.E & PSHE

Sports Faculty		
Name	Initials	Role
Luke Reeves	LRE	Subject Lead PE
Karlton Wallen	KWA	Teacher of PE
Sufyan Zia	SZI	Teacher of PE



Computing Faculty		
Name	Initials	Role
Farhan Ahmed	FAA	Director of Learning: Computer Science
Kalsoom Akhtar	KAR	Teacher of Computer Science
Zara Sheikh	ASA	Teacher of Computer Science
Rehan Mahmood	RMA	Teacher of Computer Science

Creative Arts Faculty		
Name	Initials	Role
Louisa Burnett	LBU	Subject Leader: Creative Arts Assistant Principal: Teaching and Learning
Charlotte Elliott	CHE	Subject Lead: Creative Arts
Muad Mohammed	MMD	Teacher of Music
Paulette Tulloch	PTU	Teacher of Food Technology
Fatima Naqvi	FNA	D&T/Art Technician

Pastoral Development and Student Well-being Faculty		
Name	Initials	Role
Saboor Ali	SAL	Pastoral Manager
Ahsan Saeed	ASA	Head of Year 11
Mohammed Lukman	MLU	Head of Year 10
Zakaria Soorty	ZSO	Head of Year 9
Sabia Nawaz	SNA	Head of Year 8
Simrah Khan	SKN	Head of Year 7

Access and Inclusion Faculty		
Name	Initials	Role
Louise Taylor	LTA	SENDCO
Zahra Walji	ZWA	Teaching Assistant
Katie Millward	KMD	Teaching Assistant
Hamaad Qureshi	HQU	Teaching Assistant
Summayah Riasat	SRI	Teaching Assistant



General

1. What are the school timings?

Year 7,9 and 11 (Monday – Thursday)

8am	School Arrival
8.00-8.15	Registration
8.15-9.10	Period 1
9.10-10.05	Period 2
10.05-10.20	Break
10.20-11.15	Period 3
11.15-12.10	Period 4
12.10-12.50	Lunch
12.55-1.05	Registration pm (Reading)
1.05-2.05	Period 5
2.05-3.00	Period 6
3:00pm	Dismissal

Year 7, 9 and 11 (Friday)

8:00am	School Arrival
8.00-8.10	Registration
8.10-9.10	Assembly
9.10-10.10	Period 2
10.10-10.25	Break
10.25-11.20	Period 3
11.20-12.15	Period 4
12:15-12:30	Registration (STAR Readers)
12:30pm	Dismissal

Year 8 and 10 (Monday – Thursday)

8am	School Arrival
8.00-8.15	Registration
8.15-9.10	Period 1
9.10-9.25	Break
9.25-10.20	Period 2
10.20 – 11.15	Period 3
11.15-11.55	Lunch
11.55-12.50	Period 4
12.55-1.05	Registration pm (Reading)
1.05-2.05	Period 5
2:05-3:00	Period 6
3:00pm	Dismissal

Year 8 and 10 (Friday)

8am	School Arrival
8.00-8.10	Registration
8.10-9.10	Assembly
9.10-9.25	Break
9.25-10.25	Period 2
10.25-11.20	Period 3
11.20-12.15	Period 4
12:15-12:30	Registration (STAR Readers)
12:30pm	Dismissal

Uniform and equipment

2. What will the uniform be?

Eden Boys' Leadership Academy Birmingham East promotes excellence in everything its students undertake. The uniform and appearance of our students will support the ethos of our School; providing the students with pride to be part of the school and enabling them to act as ambassadors for the school.



High standards of presentation are required at all times and when wearing the school uniform. Whenever the school uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from school.

There will be a smart uniform which will include:

Navy Blue Pinstripe Blazer, Navy Blue Pinstripe Trousers, Pale Blue Long Sleeve Shirt or White Thobe (Jubba) and White Topi, Navy Blue V-neck Knitted Jumper, black shoes, black socks, plain black, or navy coat and bag.

3. What will the P.E. kit be?

The P.E. kit will be a Tracksuit Jacket (Optional), Tracksuit Long Trousers, Long Sleeve Shirt, Short Sleeve Polo Shirt, Sport Shorts, black under-shorts (below knee) (Optional), black Knee Length Football Socks, black Sports Socks, Sports Bag with School Logo (Optional), students will also need trainers.

4. What equipment will my child need for school?

Your son will need to bring the following equipment:

Dictionary with Thesaurus

Black Pen

Green Pen

Pencil (HB)

Pencil Sharpener

Rubber

30cm Ruler

Glue Stick

Protractor

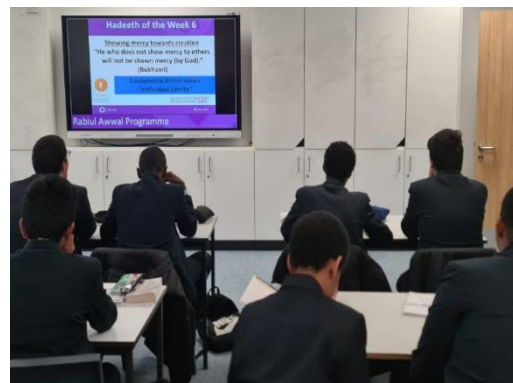
Scientific Calculator

Earphones

Plastic A4 Wallet

Estates and facilities

The school has a state-of-the-art IT and sports facilities to provide a high powered learning environment.





5. Will the school provide meals at lunch?

The school has its own kitchen and catering area, and food is cooked fresh daily on site by Mellor's. The school also runs breakfast clubs in the morning and students will also be served breakfast during morning break.

We are committed to making provision for children of all faiths and none; if you have specific needs arising from your faith or for other reasons, please let us know and we will endeavour to make the appropriate provision available for your son. Students in receipt of free school meals will not be charged.

Curriculum

6. In September, what subjects will be taught to my child?

The following subjects will be taught during the school week:

Subject	Year 7
English	4
Maths	4
Science	4
History	2
Geography	2
Religious Studies	1
PSHE	1
Spanish	1
French	1
Urdu	1
Computer Science	2
Art	1
Design Technology	1
Sports	2

7. How will the school support my child if they are struggling in their studies?

Year 7 students below nationally expected scores in English and Maths will receive personalised intervention classes which will run on Monday, Thursday and Friday after school.

8. Will my child be taught in sets according to their ability?

Students in Year 7 will be taught in one of four sets according to their primary school SATs results.

This will allow the school to ensure that the learning is pitched to the right level and that class sizes and support for all learners is maximised.

At the end of each term, we will review the set in which your son is studying. This will take into account the progress he has made in his studies and how well he is doing in his half-termly assessments during the academic year.

Whichever set your son is placed in, we are committed to ensuring that he makes the best progress in his studies and achieves the best possible grades.



9. Will my child be assessed regularly and receive feedback on how to improve his work? How will I be informed about my child's progress?

There will be a half-termly formal assessment and regular marking of classwork. The half-termly formal assessment will result in a year-end forecast level being reported to parents.

Each subject will make a half-termly data input to report on the assessment level of the student, whether they are on-track to achieve their end-of-year level and targets for improvement (after Christmas and after Easter). This will be recorded in a central database.

The results of each half-termly data input will be sent to parents through five report cards. All report cards will be sent during the first week after each half-term holiday.

In all year groups, there will be Performance Review meetings between senior leaders and parents of students below nationally expected levels. These half-termly review meetings will happen during the fortnight after report cards are issued. There will be five of these targeted review meetings throughout the year.

Enrichment and specialisms

10. What are the specialisms of the school?

There are 2 specialisms at Eden Boys' Leadership Academy Birmingham East: Leadership and Service to Communities.

11. How will the school's curriculum reflect the 'Leadership' specialism?

Our students will learn about 'Leadership' through the following:

- During after school enrichment sessions, students will study the Chartered Management Institute's Leadership Qualification.
- In addition, every subject across the curriculum will teach 'Leadership' skills. Every subject will also identify its inspirational leader of the past, analyse their leadership characteristics and examine why their contributions are significant.
- Each summer, students will participate in 'Leadership' week. During the week, students will gain key skills identified in the Star Leadership Competences. Students will have the opportunity to apply their Leadership skills in real and simulated situations.
- The termly Leadership specialism days will allow students to participate in Leadership projects and develop their Leadership e-portfolios.

12. How will the school's curriculum reflect the 'Service to Communities' specialism?

Our students will learn about the 'Service to Communities' through the following:

- In the regular timetable, students will learn about community service, volunteering and charitable giving during Citizenship lessons.
- Each summer, students will participate in 'Service to Communities Week. During the week, students will participate in a series of workshops delivered by charities and volunteering group.



- Each term, students will participate in a full day (at the weekend) of volunteering and community service activities arranged by the school. This will involve helping people who are less fortunate than themselves. This will help them to deliver up to 500 hours of volunteering during their five years at Eden.
- Throughout the year, students will take part in a number of fundraising activities. This will help them to raise £1000 for charity during their five years at Eden.

13. Will there be other enrichment opportunities available for my child?

Enrichment programme for students:

- Breakfast Club
- Islamic Learning Circles
- ICT Club
- STEM Club
- Computing Robotics Club
- Badminton Club
- Basketball
- Maths Club
- Arts Club
- Football Club
- Journalism Club
- International Languages Club
- Creative Writing
- English and Maths Intervention

14. What is the 'Star Diploma'? How do students qualify for it?

There is an additional certificate awarded by Eden Boys' Leadership Academy, Birmingham East and supported by local and national organisations and entrepreneurs, which recognises:

- At least 97% attendance during their time at Eden.
- Achievement of at least a Grade 4a in Year 8, 5 subjects graded 9-5 with English and Maths at GCSE
- Completion of up to 500 hours of volunteering and community service (2 hours each week) during the 5 years at Eden (including Sixth Form).
- Raising £1000 for charity through social enterprise (that's £1 each day for their five years at Eden).

During KS3 (Year 7, 8 and 9), students will work towards the 'Star Bronze & Silver Diploma.'

During KS4 (Year 10 and 11), students will work towards the 'Star Gold Diploma.'

And finally...

15. What do I do if I have a question?

If you have a query, email it to enquiries info@ebbhameast.staracademies.org



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*Nurturing today's young people,
Inspiring tomorrow's leaders.*

Eden Boys' Leadership Academy, Birmingham East

441 Alum Rock Road, Birmingham, B8 3DT

Website: www.edenboysbirminghameast.com

Email: info@ebbhameast.staracademies.org

Telephone: 0121 657 7200