



KING EDWARD VI Camp Hill School for Girls

Report to Parents: Summer 2013

This booklet is designed to help parents be better informed about the views they have expressed and to outline some of the school priorities including those which have been identified through consultation with parents.

Parents: What you say about us

Keele University – Centre for Successful Schools (CfSS)

Thank you to all parents who completed and returned the questionnaire. The questionnaire was distributed to all parents. 46% of parents returned a questionnaire.

Background to the Survey:

Evidence from school effectiveness research indicates that parental involvement is a key ingredient in children's education. The extent to which parents/carers can reinforce values and actively support the teacher's task is crucial for their own children. Seeking the views of parents, along with those of other "stakeholders" of the school is also of vital importance for informing the school's self-evaluation process and leading to improved school performance.

The survey therefore focuses on parent/carers' attitudes to their daughter's school experiences. It seeks their perceptions of a broad cross-section of school life. It examines the way in which parent attitude varies according to the school year of their daughter. The survey focuses primarily on parental perception in six broad areas:

- The school and its standards
- Communications between school and home
- The support which the parents are able to offer their daughter's education
- Parent teacher relationships
- The effectiveness of the teachers
- The quality of the student's experience in the school
- pupil well-being

The following information is arrived at from the individual question analysis undertaken by CfSS. The CfSS datasets averages include responses from 50,000 secondary school parents/carers and therefore comparison is made with schools nationally. The bracketed figures are from the CfSS database.

Main findings:

Analysis of the questionnaire obtained from the survey at Camp Hill School for Girls indicates a markedly more positive pattern of parent response than average for schools in the database.

School Standards

- **99% of parents responding consider the school has a good reputation in the community.**
- **99% agree that the school is achieving high educational standards**
- **Standards of behaviour are seen as high -89% (74%)**

School environment

- **97% see the environment as safe and secure**
- **97% see the environment as well furnished and resourced**
- **91% (84%) believe the school to be well equipped with computers and computer software**



Curriculum Provision

- **94% of parents think that a good range of subjects is provided**
- **89% believe that there is a wide range of extra curricular activities**



Communication

- **A high proportion are satisfied with the quality of communication between home and school**
- **92% feel that they have enough information about the school**
- **91% find their child's progress report useful**

Parental Support

- **Most parents (62%) do not feel that they need to be more directly involved than they already are in the life of the school**
- **99% say they regularly attend parents' evenings**

Relationships with teachers

- **Most parents clearly understand that they are valued by the school**
- **98% say they are made to feel welcome when they go to the school**
- **91% say they are rarely or never made to feel they are wasting the teacher's time**

Teacher Effectiveness

- **96% agree that teachers are doing a good job**
- **93% (80%) believe that standards of teaching are high**
- **98% hold the view that teachers expect the pupils to work hard**
- **97% feel that their child is well cared for at school**



The Child's School Experience

- **90% of parents regard their child as being happy at school all or most of the time**
- **98% are generally satisfied with the progress their child is making**
- **The overwhelming majority of parents say that their child is treated fairly both by teachers 96% and by other pupils 95%**



Comments

The following are a selection of positive comments taken from the survey and arranged by year group.

Year 7

- “Excellent school – my daughter thoroughly enjoys every day of school life at Camp Hill Girl’s School.”
- “What a wonderful school. I couldn’t be happier.”

Year 8

- “There is a big contribution from the teachers and staff to develop the successful environment for the school. Once again thanks to these superheroes.”

Year 9

- “I believe there is no better girl’s secondary school, private or state funded in this region.”

Year 10

- “I would like to express my thanks for the efforts of teachers in extra-curricular activities – all activities included, not just sport and music. I feel my daughter is stretched and inspired by these things. The example set by teachers involved in extra-curricular activities is fantastic.”

Year 11

- “The school has provided excellent pastoral care for my daughter. The teachers are excellent and extremely supportive – thank you.”

Year 12

- “I have been very impressed with the ethos of the school and the progress my daughter is making both personally and in her academic career. The school is aiding her growth and transition to being a young woman and I’m really glad she changed schools for her A’levels.”

Year 13

- “The school has been brilliant at all stages of my daughter’s education. I cannot thank the school enough for all the support of both myself and my daughter through the years. The level of pastoral care is incredible. Thank you.”



Issues

These are the main issues which were raised by parents in the survey.

- **Time on parents' evenings**
- **Extra curricular opportunities**
- **Uniform –quality and skirts too short**
- **Communication**
- **Grades more important than emotional well being**
- **Expense of trips**

Next steps

These are the steps we intend to take to address the issues raised.

- **Increase time on parents' evenings**
- **Meet with uniform suppliers**
- **Additional information evening for Year 8 parents**
- **Review and develop transition evenings**
- **Continue to provide a wide range of extra curricular opportunities**
- **Create a balance of residential and day trips**
- **Key points to be used as evidence along with other parental feedback**



Parent responses to questionnaires and focus groups

Generally over 90% of parents say that their daughters are making progress; that there is a good range of activities on offer; that their daughter is happy at the school; that their daughter feels safe; that their daughter is receiving opportunities to become mature and responsible that parents would feel comfortable about approaching the school with a problem or complaint; that parents feel that they are kept well-informed and that they are fully involved in their daughter's education.

What have we been doing in response to parent views?

Parents sometimes feel that work set is not always consistent with the homework timetable; this is an area that has been raised previously. Next year we will focus on more discussions with pupils and staff in developing a better understanding of how this can be addressed.

Parents have raised the issue of residential visit costs and this has been instrumental in our review of opportunities for students.

Parents have also raised the issue of uniform, specifically skirt length. We are meeting with the school suppliers to try to address this problem in terms of the style and cut of the current skirt. In addition there have been and will continue to be “focus weeks” to raise the profile of expectations in terms of uniform.

Parents are sometimes not sure what account is taken of their views – questionnaires and focus group suggestions are helpful and we endeavour to act on these and to publish actions taken in the newsletters.

Priorities in the School Development Plan 2013-2014: Information for Parents

(The 5 headings used by Ofsted are used to form the School Development Plan: Achievement; Teaching; Behaviour & Safety; Leadership & Management; Curriculum)

Achievement

What have we been working on this year?

- Raise outcomes at GCSE, AS and A Level
- Extending intellectual challenge opportunities for year groups including for ablest pupils.
- Embedding assessment practices which enable pupil reflection and progression.

What we are doing next?

- Continuing to focus on outcomes across all examinations
- At all key stages and for all groups, seeking to secure impact and progression by reducing the gaps in attainment and progress between groups of students and variations between departments

Teaching & Learning

What have we been working on this year?

- Continuing awareness of current/good practice in teaching and learning and encourage sharing
- Developing Profound Learning Habits consistently across subjects including imaging, hypothesising, reflection, metacognition pupil questioning.
- Implementing the new literacy and numeracy requirements in teaching and assessment including common terms of reference. Auditing this through a Learning Walk.

What we are doing next

- Ensuring outstanding learning opportunities are a typical experience for students
- Key focus on independent learning to develop individuals including independent project work at KS3
- Embedding a revised assessment policy to support learning
- Continuing to share good practice between departments and teachers by sharing resources and ideas

- Improving the school wireless environment; developing the use of netbooks across a range of departments

Behaviour & Safety

What have we been working on this year?

- Improve attendance and punctuality for target groups.
- Increase pupils' engagement through involvement in school development and review.

What we are doing next

- Instigate a programme to develop greater emotional resilience amongst the pupils
- Continuing to develop systems to improve attendance and punctuality
- Continuing to review our Personal, Social, Health Education programme
- Extending the range of visitors for the Tuesday Evening Lecture series
- Further develop Community Ethos through pupil consultation and leadership by continuing current pupil groups – Food Group, School Council, VLE Group, Sports Leaders; Language Leaders; Gifted and Talented Group; Sixth Form Subject Champions
- Providing training for the Sixth Form Prefect team
- Piloting a Year 13 Community Service opportunity

Leadership & Management

What have we been working on this year?

- Creating a leadership development and evaluation framework and implementing a leadership forum to support middle leadership, including associate staff leaders, in developing vision; impact on others' practice; establishing high- quality consistent evaluation, teaching and assessment
- Developing our partnerships with other schools and improving relationships with primary schools including implementing new admission arrangements; expanding the Dame Ellen Pinsent project through liaison to include MFL as well as Science
- Enhancing governors' knowledge of the school through links and visits with school staff
- Managing the new building programme for windows at the front of school and increased dining space at the rear of school

What we are doing next?

- Developing the strategic leadership of subject and pastoral areas
- Developing a plan for strategic financial constraints
- Developing & implementing a revised system for Review Days linked to Assessment, Recording and Reporting including reviewing the nature and timing of school reports to parents
- Ensuring that Pupil Premium funding has a positive impact on the students
- Further developing partnerships with parents
- Developing sustainable partnerships working with other schools and organisations
- Managing the building programme for refurbishment of the locker area
- Supporting the King Edward's Consortium in training teachers
- Offer further opportunities to Governors to visit school



The curriculum

What have we been working on this year?

- Planning enrichment as an opportunity for excellence through developing independent learning in KS3 and the completion of Year 7 CBSO In Tune project and reviewing the Trip policy
- Implementing new Information Advice and Guidance (IAG) requirements through the use of an external company to deliver interviews
- Implementation of KS3 and KS4 curriculum proposals.
- Improving provision for SMSC and auditing through a Learning Walk

What we are doing next?

- Review KS5 curriculum ensuring a broad balanced curriculum
- Review provision at KS4 with a focus on proposed changes
- Investigate flexible provision at KS3
- Embed changes to the KS3 curriculum including Higher Level Project
- Provide IAG for all key stages

