

STATUTORY WEBSITE INFORMATION

1 **Contact Details:**

King Edward VI Camp Hill School for Girls
Vicarage Road,
Kings Heath
Birmingham
B14 7QJ
Telephone - 0121 444 2150
Facsimile - 0121 444 5123
E-mail: head@kechg.org.uk
Website: www.kechg.org.uk
Headteacher – Mrs L Johnson head@kechg.org.uk
Chair of Local Governing Body – Ms K Halliday
SEN Co-ordinator – Mr M Franks
Careers Leader – Dr J Rose

The school became part of the King Edward VI Academy Trust Birmingham in September 2017, however the Local Governing Body of King Edward VI Camp Hill School for Girls can be contacted at the school address.

Please send queries about school related matters to head@kechg.org.uk in the first instance. If you need to contact the Chair of the Local Governing Body or the SEN Co-ordinator, please use the school address.

2 **Admissions Arrangements:**

The full School Admissions Policy can be obtained by contacting the school or from the [Policy section](#) of the school website. In addition, please look at the material below:

- (a) Admission to the school in Y7 is by examination only. For more information visit <http://www.kingedwardthesixth.org/>
- (b) A few students may be admitted to the school in Years 8 – 10 if places become available; should you wish your daughter to be considered, please contact the school and ask to be added to the waiting list.
- (c) Admission into Y12. Every year, we offer places to students from outside the School. Applicants will need to complete an application form and are strongly recommended to attend the November Open Evening and to apply early. Students may be invited into School to discuss their subject choices. Please visit the website to see our [Sixth Form prospectus](#) and dates for the next [Sixth Form Open Evening](#)
- (d) Our Open Days are published on the [school website](#).

3 **Exclusion Arrangements:**

The school follows the DfE guidance on Exclusions from Maintained Schools, Academies and Pupil Referral units on the rare occasions where exclusion is deemed necessary. The document is available [here](#).

4 **School Ofsted Reports** can be located on the [Ofsted website](#). Most recent reports are identified for the first school in the list. Our last inspection was in October 2007 when the school was graded as Outstanding.

5 **Key Stage 2 Results** – not applicable.

- 5 **Key Stage 4 Results** - Our [Key Stage 4 Exam Results](#) can be found on our website, please also see the headlines below (to be updated on publication of the performance tables in January 2018). This data is obtained from the [KS4 performance tables](#).

GCSE Performance Criteria	2018	2017
Progress 8	0.97 (Well above average)	0.75 (Well above average)
Attainment 8	82.9	79.80
% achieving a strong pass (Grade 5 or above) in English	100	100
% achieving a strong pass (Grade 5 or above) in maths	99	98.35
% entering the English Baccalaureate	96	92
% achieving the English Baccalaureate at grade 5 or above	88	89
% staying in education or employment after Key Stage 4	100	99

- 6 **Key Stage 5 Results** – Our [Key Stage 5 Exam Results](#) can be found on our website, please also see the headlines below (to be updated on publication of the performance tables in March 2018). All our students study A levels. The information for A levels and Academic qualifications are identical and so this is not duplicated here. No students study Applied General or Tech level qualifications, so no data is included for these. See the [KS5 Performance Tables](#) for more information.

Performance Criteria	2018	2017
Progress made compared with students across the country at A level (& academic qualifications)	-0.24 (Below average)	-0.14 (Below average)
Average point score per A level entry expressed as a grade	B (41.46)	B+ (44.12)
Average point score for a student's best 3 A levels expressed as a grade	B+ (42.45)	A- (45.72)
Progress made in English*	0	0
Progress made in Mathematics*	0	0
% Retention		96.9
% Destinations	92	93

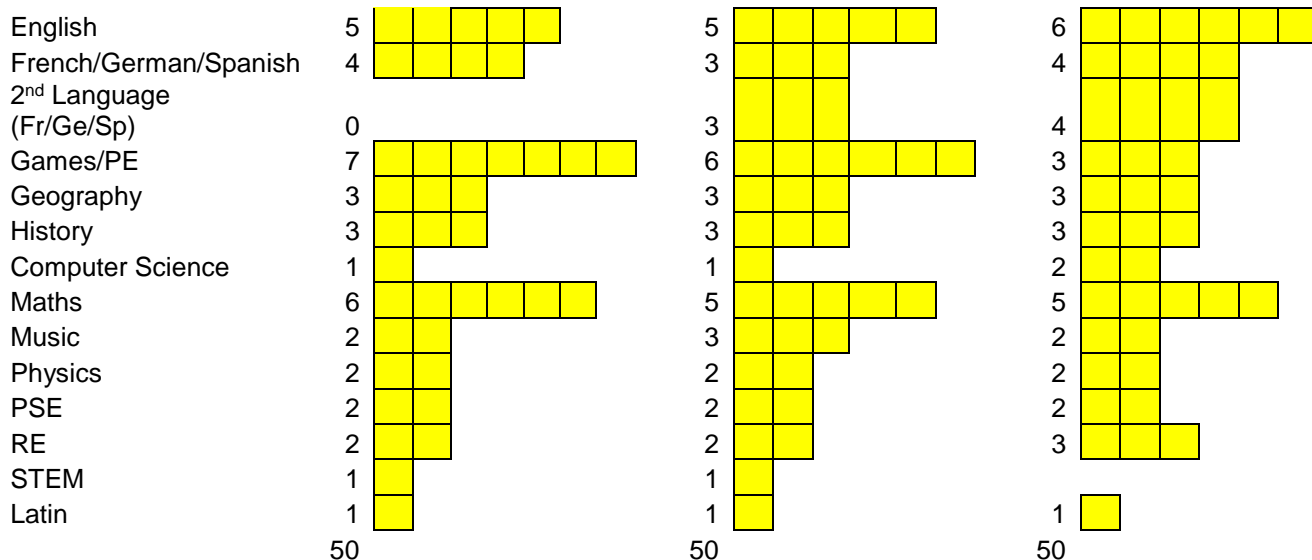
*This measure is for students who have not gained at least a grade 4 in English & Mathematics at the end of Key Stage 4. All students in our sixth form have at least a grade 6 in GCSE English and Mathematics

- 7 **Government Performance Tables:**
School Performance Tables published by the Secretary of State can be found on the [Department for Education website](#).

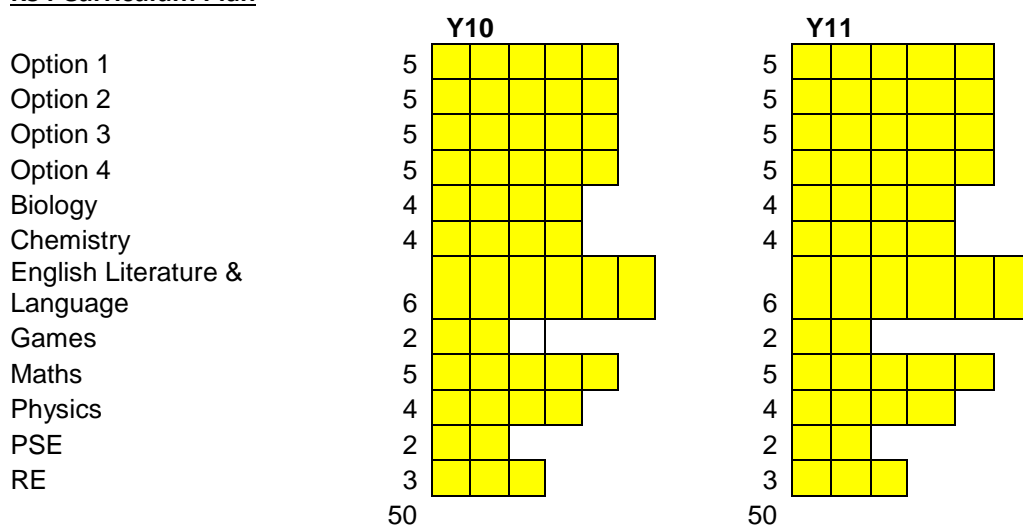
- 8 **School Curriculum:**
- Information about the content of the curriculum content for each subject and any other additional information can be accessed from the [school website](#).
 - For September 2018, the subjects offered and timetable allocation (number of one hour periods per fortnight) are listed below:

KS3 Curriculum Plan

	Y7	Y8	Y9
Art	3	2	2
Biology	2	2	2
Chemistry	2	2	2
Drama	2	2	2
DT	2	2	2

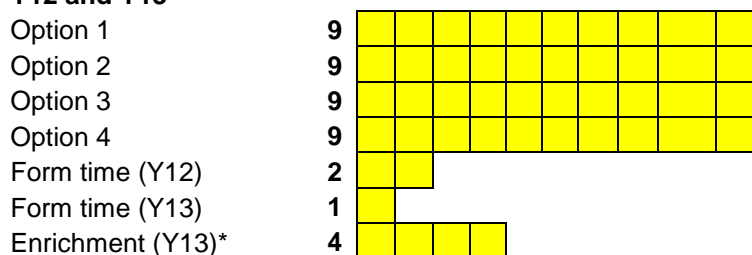


KS4 Curriculum Plan



KS5 Curriculum Plan

Y12 and Y13



*Y13 enrichment currently includes EPQ/Community Placements/Primary Outreach/PE

(c) At GCSE the following courses are currently offered. This may change due to the financial and educational viability of courses:

(i) Compulsory:

Biology, Chemistry, English Language, English Literature, Mathematics, Physics and Religious Education and a Foreign Language (French, German, Latin or Spanish).

(ii) Options (three subjects are chosen from the following):

Art, AS Computer Science, Design & Technology, Drama, French, Geography, German, History, Music, Physical Education and Spanish.

In Year 12 (at AS) and Year 13 (A2) the following subjects are offered:

Art, Biology, Chemistry, Computer Science (2nd Year), Drama, Economics, English Literature, French, Geography, German, Government & Politics, History, Mathematics, Further Mathematics, Music, Physics, Psychology, Religious Studies and Spanish.

The opportunity to undertake independent study for an Extended Project Qualification (EPQ) is available to Y13 students.

9 **School Behaviour Policy** can be located in the [Policy section](#) of the school website.

10 **School Complaints Procedure** can be located in the [Policy section](#) of the school website.

11 **Pupil Premium/16-19 Bursary Information**

The Schools of King Edward VI in Birmingham aim to make access to their schools as open as possible to all children. The Foundation is aware that parents worry about the cost of sending their children to school and they seek to remove that worry. As a result they have developed a promise which states that for any student who is currently eligible, a free school meal will be provided, and in addition, any child at one of the schools who is in receipt of pupil premium will also be able to claim for a range of grants and equipment. For full details of the promise and what is included, please visit our [school website](#).

Financial Year	Pupil Premium Funding – FSM/Ever 6 FSM	Number of pupils
2014-15	£ 51 000	53
2015-16	£ 62 645	72
2016-17	£ 74 800	80
2017-18	£ 90 695	97
2018-19	£105 655	113

Financial Year	Amount 16 – 19 Bursary Funding	Number of pupils
2014-15	£17 367	26
2015-16	£20 142	26
2016-17	£20 478	37
2017-18	£22 089	42
2018-19	£22 559	43

Information relating to LAC has not been included, as this would enable identification of those concerned.

2017-18

Categories	Books/ equipment/ music tuition/uniform/staff costs/other	Extra-curricular activities and visits	Transport including university interviews post 16	Exam costs	Total
Y7 – 11 Pupil Premium	£55 855	£12 390	£ 22 450	N/A	£90 695
16 – 19 Bursary Fund	£11 029	£ 2 415	£ 8 251	£ 394	£23 155

2016-17 (for comparison)

Categories	Books/ equipment/ music tuition/uniform/staff costs/other	Extra- curricular activities and visits	Transport including university interviews post 16	Exam re- mark and resit costs	Total
Y7 – 11 Pupil Premium	£42 144	£ 8 722	£23 934	N/A	£74 800
16 – 19 Bursary Fund	£10 886	£ 2 005	£ 6 831	£ 756	£20 478

These funds were used to provide students in receipt of the Pupil Premium (PPM) with:

- a grant to cover the cost of the school uniform
- a grant to cover travel costs to and from school
- subsidies to provide access to the full range of curricular trips, activities and visits available

These funds ensured access to the school on a daily basis in this selective school, where pupils travel longer than average distances to study. The funds help the pupils and their families to meet the school's uniform requirements and ensure they can take part in the broad and balanced educational curriculum. Pupils claiming FSM/PPM are supported so that they have equal access to the opportunities available to every pupil in our school.

Any remaining Pupil Premium funding is allocated towards the total costs of the following items provided by the school and which are prioritised for students in receipt of Pupil Premium, but available to all pupils as required.

- English as an Additional Language provision
- Counselling services
- Learning Mentor guidance and Pupil Enablement via appointed staff
- 1:1 tuition
- In-school sports coaching
- Online subscriptions in support of students' subject studies
- Access to subject-specific reading and study materials

In addition the School uses support from a range of external providers as and when appropriate (CAMHS, Birmingham City Council Pupil Support Services). Some of the services from these providers are part of our entitlement. Additional hours are purchased as necessary.

The academic attainment and progress of all pupils (including those on Free School Meals, with Special Educational Needs and who receive language support (EAL students) is monitored using the school's tracking system and annual examination performance evaluation system. Attendance of PPM students is closely monitored, with weekly formative reports on attendance and behavioural issues facilitated by the Data Manager. Staff training is available to improve staff awareness of "closing the gap" issues.

In 2018, the attainment & progress of students in this School who are supported by Pupil Premium funding (PPM) exceeded that made by all students nationally at GCSE. All of our PPM students gained Grades 5-9 in English and in Maths. PPM students at this school achieved positive residuals in every Progress 8 measure and all achieved in line with (and sometimes in excess of) their non-Pupil Premium peers. All PPM students achieved the EBacc (Strong Pass).

The progress of disadvantaged pupils in the Sixth Form is supported similarly by the school through the 16 – 19 Bursary.

The summative effectiveness of the PPM strategy and its provision for PPM students, along with their outcomes, is reviewed in July (KS3) and August (KS4, KS5) each year.

12 Year 7 literacy and numeracy catch-up premium

The school does not have any funding from this source.

13 Special Educational Needs

We believe that all children with special educational needs and disabilities must have their needs addressed and that they should have the greatest possible access to a broad and balanced education. It is important to consider the views of children and that their opinions will be taken into account. Furthermore we understand the vital role that parents have in supporting their children's education and actively seek to foster good home-school liaison.

The following is a summary of some of the key aspects of the report on our SEN Policy and how it is implemented. The full report can be accessed [on the school website](#) along with our full SEN Policy.

We cater for a wide range of Special Educational Needs, providing appropriate support as identified through a range of strategies. Progress of students with Special Educational Needs is monitored regularly.

The Birmingham Local Authority Local SEND Offer can be accessed [here](#) and we hope you find everything you need to meet your child's Special Educational Needs.

Students with SEN are offered the same opportunities as all students and the necessary, reasonable adjustments are made to ensure that all activities are inclusive. Please see our [website](#) for the lists of activities which are updated regularly.

The school has a designated Deputy Head Teacher, Ms A. Dent with management responsibility for special needs. The school has an Inclusion Co-ordinator (SEN) who is responsible for:

- The day to day implementation of the school's SEN policy
- Co-ordinating provision for pupils with special needs
- Maintaining a SEN record and overseeing the records of identified pupils
- Liaising with and advising staff, contributing to the in-service training of staff
- Liaising with and advising parents/guardians including the reviews of registered pupils
- Liaising with and advising external agencies, liaising with the school's Learning Mentor.

Parents can contact the Form Tutor or Mr Franks (Inclusion Coordinator) or Ms Dent (Deputy Head) via the school website (head@kechg.org.uk) or by telephone (0121 444 2150) as needed.

In addition to the normal school report systems, parents of our SEN students have the opportunity to attend a meeting (Autumn Term) with the Inclusion Coordinator and their daughter to formalise SEN specific targets and associated strategies as well as attend review meetings at an agreed date to discuss and review progress and discuss next steps. There are regular opportunities to engage with the Inclusion Coordinator to review progress and set new targets if there are new barriers to progress or if your daughter is not making expected progress. Parents will have the opportunity to discuss progress with teachers at Parents' Evening, telephone or email to individual teachers.

Pupils play a pivotal role in the development of their Pupil Profile. They attend all the meetings (initial and review) and are asked to contribute their thoughts and feelings regarding their needs and the intervention/support. Pupil centred tools allow reflection of their provision and this is coupled with subject specific discussions with teaching staff. Pupils have several opportunities in different forums, including Tutor Day, Form monitoring and Form Council to express their views and opinions about all aspects of their school life.

If any occasion arises where a parent or guardian feels the need to express a concern they should contact the Inclusion Co-ordinator (SEN) in the first instance. If it is not possible to resolve concerns at this level then concerns should be expressed in writing to Mrs. L. Johnson, Head Teacher with a copy to the link Governor Mr. Kinkhabwala (addressed to the School). Procedures for further escalation are in the full report.

SEND Information, Advice and Support Service ([SENDIASS](#)) is primarily concerned with ensuring that parents, children and young people have easy access to comprehensive, quality and impartial advice to ensure that they are able to properly participate in all education, health and other care decisions.

The following useful websites may also be of assistance.

SENAR: <http://www.birmingham.gov.uk/senar>

Autism West Midlands: <http://www.autismwestmidlands.org.uk/>

Dyslexia Action: <http://www.dyslexiaaction.org.uk/>

In 2018, all of our GCSE students with identified Special Educational Needs achieved an attainment 8 value better than would be expected nationally and made good progress from their starting points. The minimum entry requirements to return to the school for the Sixth Form were exceeded. No students in Y13 were identified as having Special Educational needs.

14 Accessibility plan for disabled pupils

The School's Accessibility Policy is available on the [school website](#).

15 Careers programme information

The careers programme is available on the [school website](#).

16 Equality Objectives

The School's Equality Policy is available on the [school website](#).

17 Governors' information

The list of governors is available on the [school website](#).

18 Annual Reports & Accounts

The School's Annual Reports & Accounts are available on the [school website](#).

The [School Governors](#) are the trustees.

19 Charging & Remissions Policy

The School's Charging & Remission Policy is available on the [school website](#).

20 Ethos and Values

The School's vision is to provide the fullest range of quality experiences in a forward-thinking and supportive Grammar school environment.

21 Requests for paper copies

Paper copies of school policies are available by post on request.