

STATUTORY WEBSITE INFORMATION – 2021-22

1 **Contact Details**

King Edward VI Camp Hill School for Girls
Vicarage Road,
Kings Heath
Birmingham
B14 7QJ
Telephone - 0121 444 2150
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
SENCO – Ms L Maginnis
Careers Leader – Dr J Rose

The school became part of the King Edward VI Academy Trust Birmingham in September 2017; 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 [Admissions and Open Days 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 <https://www.schoolsofkingedwardvi.co.uk/admissions/entrance-test/>
- (b) A few students may be admitted to the school in Years 8 – 10 if places become available; further information is available from the [website](#).
- (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 up-to-date information about the admission process and Open Days.
- (d) Our Open Days are published on the [school website](#).
- (e) The school follows the Birmingham LA appeals process, for more information visit: Admissions@ske.uk.net

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

4 **Exam and Assessment Results**

Key Stage 2 Results – not applicable.

Key Stage 4 Results - Our [Key Stage 4 Exam Results](#) can be found on our website, please also see the headlines below. This data is obtained from the [DfE KS4 performance tables](#). It should be noted that due to Covid-19 the latest performance table data is from 2019 examinations.

GCSE Performance Criteria	2021	2020	2019	2018
Progress 8	There is no requirement to publish these due to Covid-19	There is no requirement to publish these due to Covid-19	0.72 (Well above average)	0.97 (Well above average)
Attainment 8			79.9	82.9
% achieving a strong pass (Grade 5 or above) in English			100	100
% achieving a strong pass (Grade 5 or above) in maths			100	99
% achieving a strong pass (Grade 5 or above) in English & Maths			100	99
% entering the English Baccalaureate			94	96
% achieving the English Baccalaureate at grade 5 or above			89	88
% staying in education or employment after Key Stage 4			100	100

Key Stage 5 Results – Our [Key Stage 5 Exam Results](#) can be found on our website, please also see the headlines below. More information can be found on the [DfE 16-18 Performance Tables](#). It should be noted that due to Covid-19 the latest performance table data is from 2019 examinations.

Performance Criteria	2021	2020	2019	2018
Progress made compared with students across the country at A level (& academic qualifications)	There is no requirement to publish these due to Covid-19	There is no requirement to publish these due to Covid-19	-0.20 (Below average)	-0.24 (Below average)
Average point score per A level entry expressed as a grade			B+ (43.53)	B (41.46)
Average point score for a student's best 3 A levels expressed as a grade			B+ (44.85)	B+ (42.45)
English & Mathematics Progress*			N/A	N/A
Retention			100	98.9
Destinations			89	97

**All of our students have gained at least a grade 6 in English and Maths at GCSE before joining the school and so none of our students are within the scope of the English & Mathematics progress measure.*

5 Performance Tables

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

6 Curriculum

- Information about the content of the curriculum content for each subject and any other additional information can be accessed from the curriculum section of the [school website](#).
- Information about the subjects offered and the timetable allocations for our subjects are also available on our [website](#).

- (c) Please contact the school using the head@kechg.org.uk email address if you wish to find out more about our curriculum.
- (d) For further information about how our curriculum complies with our duties under the Equality Act 2010 and the SEND Regulations 2014 can be found within our SEN Information report, published on our website.

7 **Remote Education Provision** can be located in the [Policy section](#) of the school website.

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

9 **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 concern. Please visit our [school website](#) to find out more about the ways we offer support for our eligible students.

Financial Year	Pupil Premium Funding FSM/Ever 6 FSM	Number of pupils
2017-18	£ 90 695	97
2018-19	£105 655	113
2019-20	£123 420	132
2020-21	£127 703	165
2021-22	£149,935	157

Financial Year	Amount 16 – 19 Bursary Funding	Number of pupils
2017-18	£22 089	42
2018-19	£22 559	43
2019-20	£21 686	38
2020-21	£21 686	39
2021-22	£22,765	46

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

2020-21

Categories	Books/ equipment/ music tuition/uniform/staff costs/extra- curricular activities and visits	Transport including university interviews post 16	Exam costs including university-provided courses and registration fees	Total
Y7 – 11 Pupil Premium	£31406.20	43925.30	N/A	
16 – 19 Bursary Fund	£23799.00	£7190.65	£398.00	

2019-20 (for information)

Categories	Books/ equipment/ music tuition/uniform/staff costs/extra-curricular activities and visits	Transport including university interviews post 16	Exam costs including university-provided courses and registration fees	Total
Y7 – 11 Pupil Premium	£29774.75	£27037.43		£56812.18
16 – 19 Bursary Fund	£12960.71	£7018.25	£1997.89	£21976.85

2018-19 (for information)

Categories	Books/ equipment/ music tuition/uniform/staff costs/extra-curricular activities and visits	Transport including university interviews post 16	Exam costs including university-provided courses and registration fees	Total
Y7 – 11 Pupil Premium	£ 64 159	£ 41 506	N/A	£105 665
16 – 19 Bursary Fund	£ 12 845	£ 9 203	£ 2 976	£ 25 024

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
- music tuition

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

- 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
- Subject-specific, targeted study and revision materials
- Access to subject-specific online 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 students (including those on Free School Meals, those with Special Educational Needs and our 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, and this is an on-going priority for us in the year ahead as we respond to the specific needs of our students wrought by the pandemic.

In 2021, 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. 95% of our PPM students gained Grades 5-9 in English and in Maths. Higher proportions of our PPM students achieved Positive progress 8/Value Added scores in English, Science, Languages and Humanities compared to the national context. 68.2% PPM students achieved the EBacc (Strong Pass).

The progress of disadvantaged students in the Sixth Form is supported similarly by the school through the 16 – 19 Bursary. In 2021 the average A level grade achieved by our Post-16 bursary students was a grade A-, which is very close to that achieved by the overall cohort (A=) and above that achieved nationally.

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

10 Year 7 literacy and numeracy catch-up premium

The school does not have any funding from this source.

11 Coronavirus (Covid-19) catch-up premium

How it is intended the grant will be spent:

We are keen to offer additional support to as many of our students as possible to address the learning gaps which have been widened as a result of the pandemic.

In the Autumn of 2020, we began a programme of face-to-face support for identified students (Years 11-13) in maths, the sciences, and English. This was delivered by subject specialist tutors. When school was forced to close in January 2021 due to the pandemic, or when students needed to isolate, this tuition was delivered remotely. In the summer term of 2021, with the departure of the exam year groups, we were able to extend our face-to-face intervention offer to identified lower school students in KS3; we recognised there was a definite need to build-in some extra help with catching up with lost learning amongst some of our younger students.

In addition, we partnered with MyTutor as part of the National Tutoring programme. We supported 60 Year 11 students through online small-group tutoring in either English, maths, chemistry, biology or physics. We identified an additional 23 Year 13 students who received bespoke 1-2-1 support in one of their A Level subjects.

In the summer term of 2021, we offered support to 60 Year 10 students as part of MyTutor's intensive two-hours per week programme, spread over 5 weeks. It was intended that this would help narrow learning gaps ahead of the onset of Year 11.

As a result of upskilling our Learning Mentor with remote learning, the mentoring offer was able to continue during lockdown (Jan-March) and resumed face-to-face when pupils were in school. There was positive feedback from students who last year received a structured 5-6 week programme of support. Through careful management of her time in school, our Learning Mentor was able to see a

significantly higher number of students, including more from disadvantaged backgrounds, than in previous years.

How the effect of this expenditure on the educational attainment of students was be assessed:

- Throughout, and at the end of each programme of support, students' evaluative feedback was gathered and acted upon to ensure the on-going support was as impactful as possible in terms of closing knowledge gaps and increasing academic confidence
- Responses from teachers were gathered to gauge the impact of the support on students' classroom learning
- Data outcomes were robustly evaluated to measure the overall impact on attainment and progress of the expenditure. See below for evidence of impact on final outcomes:

Impact

Small group, face-to-face support (Yr11): We received consistently positive feedback from students who benefitted from this face-to-face support in 2020-21 across Key Stages 3, 4 and 5. 100% of disadvantaged students at Key Stage 4 improved in English, and the average was by +1.5 grade.

The small group face-to-face tuition we offered to Year 11 students in Maths, Chemistry and Biology wrought a 2 grade increase from December to final outcomes. Physics saw an increase of 0.5 of a grade.

MyTutor (Yr11): 78% of all the students (Pupil Premium and non-Pupil Premium) who took part felt it had helped them feel more confident with subject content and to revise more effectively for the assessments in the Spring/Summer terms.

In 2020-21, all 9 of our Pupil Premium students who completed the 15 week programme made progress from the December assessments to their final outcome. There was an average 2-grade increase in Chemistry, Maths and Biology.

12 Equality Objectives

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

13 Special Educational Needs

We believe that all children with Special Educational Needs (SEN) 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 that the curriculum offer uses a child-centred approach and that their opinions are taken into account. Furthermore, we understand the vital role that parents have in supporting their child'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 and statutory SEN Information Report.

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 at least termly, if not more frequently.

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 L Maginnis with management responsibility for special needs. The school has an Inclusion Coordinator (SEN), Miss Orr, 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 students
- Liaising with and advising staff, contributing to the in-service training of staff
- Liaising with and advising parents/guardians including the reviews of registered students
- Liaising with and advising external agencies, liaising with the school's Learning Mentor.

Parents can contact their child's Form Tutor or Miss Orr (Inclusion Coordinator) or Ms Maginnis (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 students with SEN have the opportunity to attend a meeting during the Autumn Term with the Inclusion Coordinator and their child to formalise SEN specific targets and associated strategies as well as attend review meetings at an agreed date to discuss and review progress and next steps (which may be virtual this academic year). 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 child is not making expected progress. Parents will have the opportunity to discuss progress with teachers at Parents' Evening, telephone or email to individual teachers.

Students 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. Student centred tools allow reflection of their provision and this is coupled with subject specific discussions with teaching staff. Students have several opportunities in different forums, including 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 Coordinator (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.

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

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

In 2021, all of our GCSE students with identified Special Educational Needs achieved an attainment 8 value better than would be expected nationally, and met the minimum entry requirements to return to the school for the Sixth Form. The students in Year 13 who were identified as having Special Educational needs gained an overall average A level grade of A= (the same as the overall cohort) and had a higher value added value (0.69 compared to 0.29) than the overall cohort. Many will be starting university courses in September in a range of subjects including Dentistry, Engineering, Economics and History.

14 Careers programme information

The careers programme is available on the [school website](#). The programme is reviewed and updated on an annual basis.

- 15 **School Complaints Procedure** can be located in the [Policy section](#) of the school website.
- 16 **Governors' information**
The statutory information about the governance arrangements of the school is available on the [school website](#).
- 17 **Annual Reports & Accounts**
DfE information relating to the school finances can be found [here](#), with more detailed information including the annual accounts on the school website [here](#).
Information about the number of higher paid staff in the academy trust can be found [here](#).
- 18 **Charging & Remissions Policy**
The School's Charging & Remission Policy is available on the [school website](#).
- 19 **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. More information can be found [here](#).
- 20 **Requests for paper copies**
Paper copies of school policies are available by post on request.

Mrs L Johnson
Headteacher

September 2021