

CAMDEN SCHOOL FOR GIRLS



Prospectus

Year 7 - September 2015

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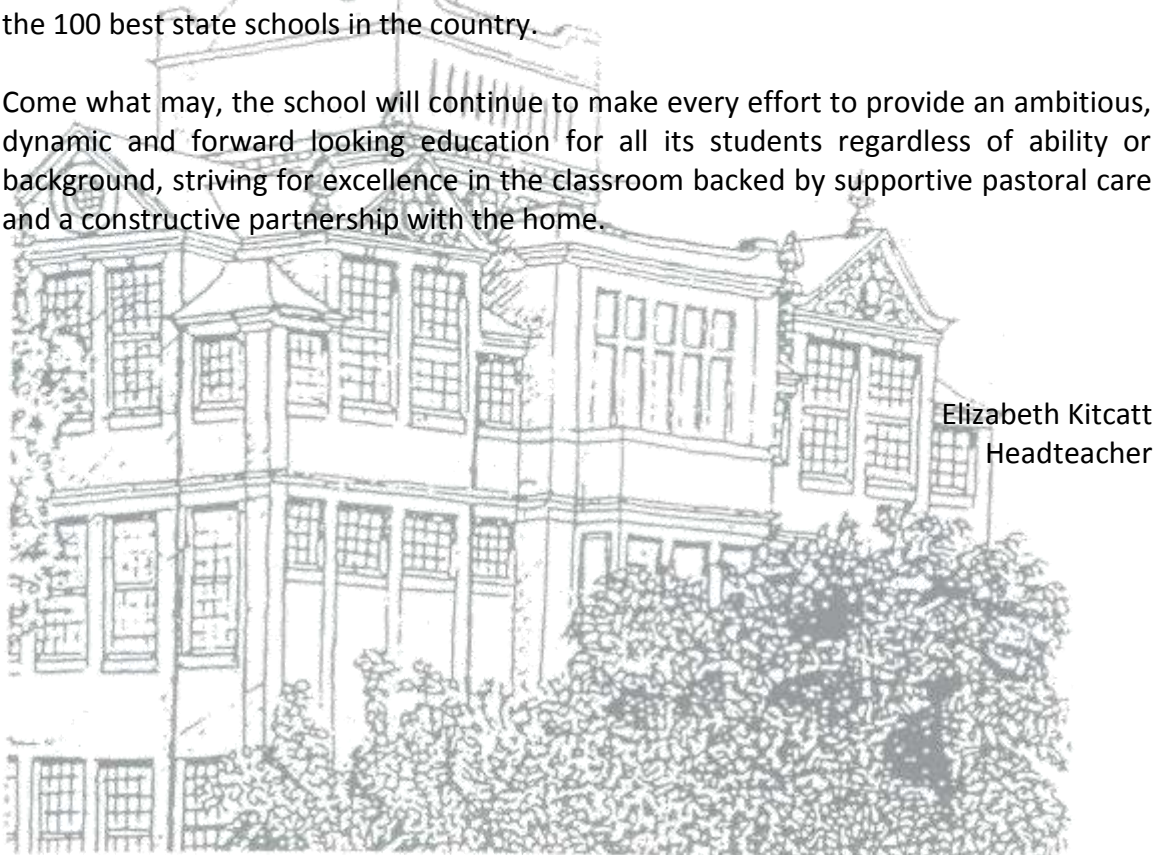
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INTRODUCTION

I hope that you will find this booklet useful if you are thinking about choosing Camden School for Girls for your daughter. It gives you rather more detailed factual information about the school than the pages in the Camden Borough booklet about Secondary Schools. In addition you are warmly invited to take the opportunity to look round the school at one of our open mornings on Wednesday, 17 September 2014 and Friday, 19 September 2014, starting at 9.00 a.m. Our secondary transfer evening is on Tuesday, 23 September 2014, starting at 6.00 p.m.

The school is a living organisation, constantly changing and developing. The National Curriculum review, the Pupil Premium, the 14-19 Curriculum review and 'personalised learning' are some of the many external influences for change in recent years. However, initiatives for change come as much from inside the school as from outside it, and it is always difficult these days to forecast precisely how different the school may be five years on. The government is trying to meet its priority to help schools set targets for ever higher and higher standards. Naturally, we share those aspirations. We were proud to be described by Her Majesty's Chief Inspector of Schools as an 'outstandingly successful' school in his 2000 report after our 1999 Ofsted inspection. This judgement was a most encouraging recognition of everyone's efforts and a spur to be satisfied with nothing but the best. Our most recent Ofsted report, in December 2007, gave equally strong praise to the school, yet again grading the school as outstanding, and stating that it 'rightly deserves the outstanding reputation it has among parents and in the community'. The 'outstanding' judgement was repeated in a local authority review in 2014, and in 2013 the school was recognized by the Department for Education as one of the 100 best state schools in the country.

Come what may, the school will continue to make every effort to provide an ambitious, dynamic and forward looking education for all its students regardless of ability or background, striving for excellence in the classroom backed by supportive pastoral care and a constructive partnership with the home.





Frances Mary Buss Foundation

Camden School for Girls

Sandall Road London NW5 2DB

Admissions at Age 11 for 2015

The school admits 112 girls representing the full range of ability. Applicants should attend an assessment session at the school which will place them in one of four ability bands. These non-competitive assessments are processed independently of the school. 28 places are offered in each band.

Places will first be offered to applicants naming the school who have a statement of special educational needs issued by or with the support of Camden LA.

Places in each band will then be offered in accordance with the criteria 1, 2, 3, 4 and 5 (in that order).

1. “Looked After ¹ and Previously Looked After ² Children”

Looked after children or children who were previously looked after but immediately afterwards became subject to an adoption, residence, or special guardianship order.

2. Siblings ³

Applicants having a sibling living at the same address who is on the roll of the school at the time of admission.

In cases where more than one sibling in the same family tie for the last place, then all will be offered a place, even if this exceeds the planned admission number.

3. Exceptional medical or social need

Applicants considered by the Governors to have an exceptional medical or social need that Camden School for Girls is specifically able to meet. Applications will only be considered on this basis if the case is made known to the school and supported by appropriate evidence at the time of the original application. (This will normally be in the form of a letter from a suitably qualified professional like a doctor, consultant or social

¹ In order to be given highest priority for admission, a child has to fall within the definition of 'looked after' in section 22 (1) of the Children Act 1989. As this Act applies to England and Wales, a child has to be looked after by an English or Welsh local authority

² Paragraph 1.7 of the School Admissions Code gives equal highest priority to 'previously looked after children'. Given the definition of a looked after child, a child will have to have been looked after by an English or Welsh local authority in order to be considered previously looked after. Under paragraph 1.7 of the Code, a child has to have been looked after immediately before they were adopted or became subject to a residence order or special guardianship order. In addition, in order to fall within the definition of a previously looked after child, an adopted child must have been adopted under the Adoption and Children Act 2002 This Act did not come fully into force until December 2005; it is therefore not possible for a child to have been adopted under that Act prior to then

³ Sibling is defined in these arrangements as; a sister or brother, a half sister or brother, an adopted sister or brother, a step- sister or brother or the child of the parents' partner where the child for whom the school place is sought is living in the same family unit and at the same address as that sibling.

worker.) As the school is a secular foundation, the religion of the applicant will not be considered a special need.

4. Music Places

We are looking for students who show exceptional musical aptitude and / or ability.

Three places are offered to applicants on the basis of musical aptitude.

Five places are offered to applicants on the basis of musical aptitude and ability.

All music applicants must complete a Music Application Form which must be returned to the school by the end of Wednesday 24th September 2014. This form is in addition to the secondary transfer form which must also be completed.

All applicants applying under the music place criteria will sit a multiple choice listening aptitude test in music. This test is designed to be an objective measure of musical aptitude and does not require any prior training, practice or knowledge of music theory. The three highest scoring candidates will automatically be offered a place at the school on the basis of musical aptitude.

The remaining 50 highest scoring candidates in this listening test will be invited back for a performance audition. Students will be asked to perform on one or two instruments/voice for up to 5 minutes to further demonstrate their musical aptitude and ability for consideration for the other five places.

Music places are offered prior to places being offered under the distance criterion. Applicants must also sit the banding assessment. Waiting lists will be maintained of music candidates who are not at first successful in rank score order and any vacancies will be filled from those lists. Unsuccessful applicants will automatically be considered for admission under the distance criterion.

5. Distance

Applicants whose permanent home is nearest to the school, measured in a straight line (as the crow flies) from the centre of the pedestrian gate in the perimeter fence on Sandall Road.

Please note the following:

- (a) The school has been heavily oversubscribed for many years. Parents are advised that over the past three years, **no pupil has been offered a place on national offer day under the distance criterion from a home address of more than 0.67 miles from the school.**
- (b) The distance advice is reviewed annually.
- (c) There may be many more applicants living within the historic furthest distances than there are places in the school. The fact that an applicant lives within the previous year's furthest distance does not in any way guarantee the offer of a place.
- (d) In the unlikely event of more than one child being tied for entry under the distance criterion, the place will be randomly allocated. This process will be independently verified.

- (e) Those applying under criteria 2, 3, 4 & 5 should note that priority in these criteria will be given to those who sit the banding assessment session. If at all possible, all applicants should sit the assessment session.
- (f) The banding assessment sessions will take place on 24 and 27 September 2014. Applicants must pre-register their intention to attend the session with the school, and may do so online by 23 September. Parents will be notified by email of the result of the banding assessment session before 31 October 2014 in time for consideration before applications are due.
- (g) In the unlikely event that there are fewer than 28 applicants in any band, the unused places will be offered to applicants in the adjacent bands, taken equally from the bands above and below where this is possible.
- (h) The school will carefully verify the permanent home addresses of applicants.
- (i) A waiting list will be maintained in accordance with the oversubscription criteria listed above from which vacancies will be filled.

Documentary Evidence and False Statements:

The Governors reserve the right to demand the production of any documentary evidence to prove any claim. The provision of false information will normally lead to the withdrawal of an offer pre-admission, or to the withdrawal of a place post-admission. Neither will an offer be made if copies of the documents requested are not provided by the date on which the Admissions Committee of the Governors makes its decisions.



**INFORMATION FOR PROSPECTIVE PARENTS
ON BANDING ARRANGEMENTS AT
CAMDEN SCHOOL FOR GIRLS 2015**

1. Banding supplements the admissions criteria and is designed to ensure that the school is able to admit a fully comprehensive and balanced intake from year to year. This is to guarantee a stable comprehensive school in which the school's published ethos and aims continue to be supported by a broad curriculum and the most appropriate staffing structure.
2. The purpose of the assessment is to find out in which ability band (A, B, C or D) the applicants should be placed. It is not an examination which girls can pass or fail. The assessment will be set and marked by the National Foundation for Educational Research. The school will then offer 28 places to applicants in each band, giving priority according to its published admissions criteria. The allocation to a band by the NFER assessment is regarded by the Governors as final.
3. Banding assessments will now take place in advance of the application deadline for secondary admissions. Sessions will run on Wednesday 24 September at 2:00 pm and Saturday 27 September at 9:00 am and 1:00 pm.
4. Parents / carers may register online to attend these sessions from 1 September 2014. They will be notified by email of the result of the banding assessment in advance of the secondary transfer application deadline on 31 October 2014.
5. Over the past three years, **no pupil in any band has been offered a place on national offer day under the distance criterion from a home address of more than 0.67 miles from the school.** While the banding assessment is open to all potential applicants, the school is consistently heavily oversubscribed and the test is likely to prove an unnecessary burden for any girl who lives further away than 0.67 miles from the school and intends to apply under the distance criterion.
6. Banding is simply used by the school to ensure that all the classes in Year 7 are mixed ability. The assessment will involve taking two short tests, non-verbal and numeracy reasoning. This is a well tried and tested system widely used by schools for the purposes of banding.
7. On the day of her assessment session your daughter will be met by staff who will explain how the assessment is conducted. She will take warm-up test questions before each test to give her an idea of what to expect before the actual test.
7. Once the results of the banding assessments have been received, parents can decide whether or not to list Camden School for Girls on their Secondary Transfer Forms.
8. All music applicants must also fill in a separate Music Application Form and return it to the school by 24 September 2014. They will then be invited to sit a musical aptitude listening test in addition to the banding assessment, and subsequently (where relevant) a performance audition.

**BANDING ARRANGEMENTS FOR 2015
AT CAMDEN SCHOOL FOR GIRLS**

1. A four band scheme is designed to achieve four approximately equal ability bands.
2. These will be measured by using National Foundation for Educational Research's (NFER) Cognitive Ability Tests (CATs).
3. We use two out of the three possible assessments, namely the non-verbal and numeracy reasoning and exclude the verbal assessment.
4. The above restriction is felt to be desirable for practical and psychological considerations. The assessments need to be completed in a single session (i.e. half day) and not to be open to the criticism of over burdening youngsters. The NFER advises that the banding achieved by two CATs would not be likely to be affected by the third.
5. The time involved is 40 minutes for each of the CATs and 20 minutes for a warm up 'practice', plus breaks and some administrative time for instructions, taking in papers, etc.
6. The NFER marks the students' scripts. There is no involvement by the school or the Local Authority in arriving at scores.
7. Looked after, previously looked after children, and children with a statement of special educational needs will be awarded a place regardless of the outcome of their banding assessment.
8. If siblings in one band outnumber places (i.e. exceeded 28), something all but inconceivable, they will still be guaranteed entry.



YEAR 7 MUSIC PLACE INFORMATION SHEET - FOR ENTRY IN SEPTEMBER 2015

The governors will award three places in Year 7 for September 2015 on the basis of musical aptitude, and five places on the basis of musical aptitude and ability. All music applicants are required to complete a Music Application Form which must reach the school by Wednesday 24 September 2014. This form is in addition to the Secondary Transfer Form which must also be filled in.

The process of awarding places is as follows:

1. All applicants must sit a banding assessment.

The assessments will be held on *Wednesday 24 September 2014 (2:00 pm)* and *Saturday 27 September 2014 (9:00 am or 1:00 pm)*. You will only need to attend one of these sessions.

The banding process enables the school to allocate successful applicants to a band so that the school can ensure it has a balanced entry. It has no bearing whatsoever on selection for music places.

2. All applicants must sit a musical aptitude listening test.

The test will be held on *Wednesday 1 October 2014 (4:30 - 6:00pm)* and *Thursday 2 October 2014 (4:30 - 6:00pm)*. You will only need to attend one of these sessions.

This test is designed to provide an objective measure of musical aptitude and it does not require any previous training or practice, or any knowledge of music theory. The three highest scoring candidates will automatically be offered a place at the school on the basis of musical aptitude.

A waiting list of candidates will be drawn up in ranked order of the aptitude only scores from which students will be drawn in the event of candidates turning down their offer.

3. The top 50 students ranked in order of their aptitude test scores will be invited back to attend a performance audition. This is to demonstrate their musical ability in order to be considered for the remaining five aptitude and ability places.

You will be notified by *Thursday 9 October 2014* if you will be offered one of the three aptitude places or if we would like you to attend a performance audition.

The auditions will be held on *Tuesday 14 October 2014 (10:00 - 4:00pm)* and *Wednesday 15 October 2014 (5:30 - 7:30)* at times to be arranged.

For the audition, students will be asked to perform 1-2 pieces on one or two instruments/voice for up to 5 minutes. This may be a song that they have taught themselves, a piece that they have learnt at school (perhaps in a music club or through a

Wider Opportunities project) or something that they have worked on in individual lessons. For this part of the assessment, although we are looking for a degree of technical fluency, as appropriate to the demands of the piece, more important is the musicality and sense of style of the performance and the way in which the performer communicates and interprets the music. An accompanist will be available if one is needed.

The five highest scoring candidates in the performance audition will be offered a place at the school. A waiting list will be drawn up in ranked order of the performance scores from which students will be drawn in the event of candidates turning down their offer.

Music applications are considered directly by the school and are additional to the standard application process. The allocation of music places by the school is regarded by the Governors as final.

All music applicants who were ranked in the top 50 after the music aptitude test will be contacted by 22 October 2014. If your application was successful or your position on the waiting lists mean you wish to continue with your music application you should list Camden School for Girls as your first preference on the Local Authority standard secondary admissions application form.

Posting day for notification of standard applications by the Local Authority will be 2 March 2015. Those offered a music place will be asked to accept or decline as soon as possible, and by 9 March 2015 at the latest. If no confirmation is received by this date, the place will be offered to the next candidate on the relevant music waiting list.

Questions regarding music should be emailed to Will Byers:

wbyers@camdengirls.camden.sch.uk



AIMS AND VALUES OF THE SCHOOL

Camden was founded as a school for girls in 1871 by Frances Mary Buss, one of the great pioneers of women's education. The school therefore has a long tradition of promoting opportunities for girls. At sixth form level it admits boys to its roll. The school attempts to create a social and physical environment which combines security and care with challenge, stimulus and the highest expectations, where staff and pupils work together with the understanding and support of parents/carers.

It is the policy of Governors to sustain and to promote the school's ethos, heritage and philosophy within the contexts of public policy, social trends and educational need.

We enable our students to find their own voices and develop their own opinions by encouraging a broad understanding of the world, a social conscience and a considerate approach to other people. Every student is valued, and we encourage all students to value other people as well. Our aim is to nurture caring, confident, responsible and mature young adults who are ready to go on to the next stage of their education.

We offer a wide-ranging academic and vocational curriculum in the main school and A levels in the Sixth Form. Our teachers are highly qualified specialists who make learning enjoyable and accessible. They are enthusiastic and dedicated individuals who make sure that every student achieves to her or his full potential.

Camden School for Girls has a strong record of academic success which is reflected in its outstanding GCSE and A level results. Both achievement and progress (the improvement students

make in their learning from their starting points) are well above the national average. Please visit our website for more detail about this.

The aims of the school are:

- To maintain and develop the school's tradition of providing the highest quality of education.
- To offer equality of opportunity and care to all pupils whatever their race, gender, class, creed or special needs.
- To promote a sense of environmental and social responsibility.
- To encourage all pupils to:
 - develop their individual talents to the full
 - have confidence in themselves and a sense of self-worth
 - work co-operatively with others
 - develop independence of thought
 - value education and enjoy learning
 - practise tolerance and open-mindedness
 - show consideration for others and respect their diverse qualities and needs



HISTORY OF THE SCHOOL

The Camden School for Girls was founded in 1871 by Frances Mary Buss in her mother's home at number 46 Camden Street. It was her second school. She had started her first school, the North London Collegiate, in Camden Street in 1850. In 1879 the North London Collegiate moved to Sandall Road and the Camden School moved to Prince of Wales Road to a building subsequently used by St. Richard of Chichester School. When it opened the Camden School had low fees and girls often went on to the North London with scholarships for sixth form work. However, in the 1920s the Camden School developed its own sixth form and since then the two schools have grown and developed separately, one as an Independent School and the other as a Maintained School.

In 1938 the North London Collegiate moved from Sandall Road to Canons Park,

Edgware. The plan was for the Camden School to replace the North London in Sandall Road but the outbreak of the Second World War caused a delay and the school was evacuated to Lincolnshire. While the school was out of London the Sandall Road building was extensively destroyed by bombs during an air raid in January 1941. Eventually the bold decision was taken to try to raise the money to rebuild. The move to Sandall Road finally happened in October 1956 and the school has flourished and grown here.

The history of the school's first hundred years was written by Doris Burchell, headmistress from 1946 to 1969, in a book entitled *Miss Buss' Second School* published in 1971. Copies (price £2) are available on request from the school.

VOLUNTARY AIDED - WHAT DOES IT MEAN?

Voluntary aided is a peculiar term. It betrays the fact that the school began as a private foundation before free state schools existed, and that over a period of time it has gradually become part of the state system, aided financially and in other ways by the local authority and the DFE (Department for Education).

The private foundation still exists. It is called the Frances Mary Buss Foundation and is managed by a small group of Trustees. The Foundation owns the school site and all the school's buildings and has delegated control over their use to the Governors of the school.

From 1944 the Governors had important powers which most school governing bodies did not have - notably to appoint

and employ their own teachers, Headteacher and support staff; to create and control their own admissions policy; and generally to keep the school's destiny true to the founding ethos.

The price we pay for our extra powers and responsibilities is that we have to raise 10% towards the costs of any new buildings and of maintaining all the old ones. The task of raising the money required falls chiefly on Governors, present parents and friends of the school as the Foundation is virtually penniless. This is a major obligation and responsibility. We are deeply grateful for the generosity of past generations and are doing our best to plan wisely and imaginatively for the future.

THE SCHOOL TODAY

BUILDINGS

Our buildings are both old and new. Although the school is cramped for space there are many good facilities. The gym was opened in 1977 when the school was changing to a comprehensive school and a new block for the sixth form was opened in September 1984.

The Governors made a successful bid for new buildings in 1999, and construction of Phase 1 was completed at Christmas 2001. This provided new science laboratories, technology workshops, library, computer rooms and classrooms in the main building and six new classrooms and a multi-purpose hall for the sixth form block. The second phase of our building programme, to replace the temporary classrooms with permanent ones, by the construction of a two storey building on the corner of Camden Road and Sandall Road was completed in August 2004. This new building is home to design technology, English and music and offers some excellent new facilities. These new facilities enable the school to accommodate its pupils in a more spacious modern environment. The school will continue to improve facilities as necessary, where possible.

THE TEACHING WEEK

The school works to the pattern of an eight period day, with five periods in the morning and three in the afternoon. All single lessons are 40 minutes long. Double lessons are quite common, especially in Years 10 and 11 and in the sixth form. On Wednesday school ends at 2.55 p.m. after lesson 7 to enable staff meetings to take place. Lessons also end at 2.55 p.m. on Fridays except for the sixth form. Thus the teaching week in Years 7 - 11 is 38 x 40 minutes, i.e. 25 hours 20 minutes. In the

sixth form AS/A2 level students have 7 lessons in each subject. In addition, sixth form students have 2 compulsory lessons, a tutorial and assembly. A range of enrichment studies is offered which the students can opt to follow.

ASSESSMENT PROCESSES

Student progress and achievement are monitored through 'progress checks' and formative 'profiles' and this is tracked by the school from year to year to support on-going progress. Progress checks and formative profiles provide students and parents with feedback on academic achievement and the development of skills as well as setting targets for further development. At the start of each year departments set individual targets for students and progress is monitored against this. The targets are based on both internal and independent external assessments. Each year group has a progress check, usually during the spring term, followed later by the profile. At the end of Year 9 pupils and parents receive an 'End of Key Stage 3 Report' detailing their achievements in all National Curriculum subjects. An evening meeting to discuss progress with individual subject teachers is also held once a year for each Year group.

ORGANISATION

Pupils in Years 7 to 11 are divided into four mixed ability tutor groups normally with about 28 girls in each. Every year group has its own Head of Year, who works under the direction of one of the Deputy Headteachers and an Assistant Headteacher. The sixth form is divided into smaller tutor groups of usually not more than 20 students and supervised by another Deputy Headteacher who is

assisted by two Year Heads and an Assistant Headteacher.

HOMEWORK POLICY

Homework is set in every year. Each department formulates its own policy on amount, in accordance with the overall agreed time for each year. This is monitored by the Heads of the Year. Recording, collection and assessment procedures are organised departmentally.

We believe homework should aim to consolidate as well as extend the pupil's classwork experience. It is a very important means by which students can communicate their knowledge, skills and understanding of a subject with their teachers. In Years 7 - 9 all homework is recorded in the pupil's planner. The main sanction for neglected homework is a detention after school. A timetable of after school and lunchtime Homework Clubs is drawn up each year and published in the Friday Newsletter.

SPECIAL NEEDS

Help with statemented students with special educational needs is given by individual support in class or by the withdrawal of small groups who require special tuition. The school buildings are connected by several staircases which sometimes makes it difficult for students with mobility concerns.

PASTORAL CARE

All staff strive to create a caring and supportive educational environment. The wellbeing of each student and their access to a wide range of opportunities is monitored within the framework of a Pastoral Deputy Headteacher, Assistant Headteacher, Heads of Years and Form Tutors. The school's Code of Behaviour is built on developing the individual's awareness of her obligations to the community. There are deliberately few

rules. The spirit of the Aims of the School guides our approach to discipline. The Camden Compass, which is the students' behaviour code, is published in this Prospectus and our Behaviour Policy is regularly updated. The School Council, staff and CASCA (The Camden School Community Association) drew up a Home School contract. (See page 30)

COMMUNICATION WITH PARENTS AND PARENTAL INVOLVEMENT - PARTNERSHIP AGREEMENT

The school tries to maintain close and regular contact with parents. It communicates with all parents through the weekly publication of the Camden Friday News, the school website and the daily 'Banda'. All give up-to-date information. A Year Group Handbook is available for all parents on the school website. The Friday News is published on the school's website:

www.camdengirls.camden.sch.uk.

Progress checks and full profiles are sent home once a year and Parents' Evenings take place throughout the year.

APPEARANCE POLICY

Students at the school may wear what they wish subject to any requirements that might be reasonably made by the school in individual cases in the interests of teaching and learning (including physical education), health and safety. Inappropriate dress which offends public decency or which does not allow teacher student interactions will be challenged.

CASCA

The Camden School Community Association (CASCA), as its name suggests, is open to all adults in the school community. It is very active in supporting the school through a wide variety of events and activities, and is represented

on the school's Governing Body by its chairperson.

EXTRA-CURRICULAR ACTIVITIES

Music activities include two orchestras, chamber music ensembles, three choirs, a wind band and a recorder group. Other clubs include art, mathematics, technology and modern languages. Many students use computers in the library and the open access areas outside school hours for homework and general interest. They are able to access a wide variety of software and the internet, subject to filtering for e-safety. PE clubs include dance (Street and Contemporary), gymnastics and trampolining, football, netball, basketball, volleyball, badminton and athletics. The PE department has strong links with Highgate Harriers, Arsenal Football Club and other local sports clubs. Extracurricular teams participate in a wide range of borough and London based competitions as well as competitions held here at school. A programme of school journeys and work experience is organised annually.

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

Year 7 careers education is chiefly a by-product of other work undertaken in

school. In Year 8 careers information will be delivered through the PSHE curriculum. All Year 9 students will have a careers interview which aims to broaden their outlook and enable them to make informed decisions for GCSE choices. All Year 10 students complete two weeks of work experience in July and this is carefully prepared for and followed up. Year 11 students will have an interview to support and guide their future plans for Further and Higher Education and employment and the Connexions Service Personal Advisor provides additional support on an individual basis.

SEX EDUCATION AND RELATIONSHIPS

Sex Education and Relationships is mainly taught as part of Personal, Social, Health and Citizenship Education. There is also a good deal of factual teaching about sex and reproduction in science, and discussion often arises in humanities lessons and elsewhere. The Governors have a published Sex Education Policy stating the aims and content of sex education provision throughout the school. Under recent legislation pupils may be withdrawn from sex education at the school if parents so request.



CURRICULUM

The school aims to offer a broad and balanced curriculum which is in accordance with national requirements and good practice but has a distinctive character derived from the strengths and traditions of the school. Although there is no streaming, there is setting for maths, science and modern languages in Key Stage 4 and some setting in these subjects in Key Stage 3. At the appropriate times choices of subjects are made in full consultation with parents and pupils.

The government requires schools to describe for parents how they “secure the moral, spiritual, cultural and social development of their pupils”. We believe that the total range of subject teaching, assemblies, pastoral guidance and the variety of extracurricular activities offered in the school (and described in this prospectus) meets this requirement as well as our human and physical resources permit.

In the curriculum summary which follows the numbers in brackets after subjects show how many forty minute lessons (out of a total of thirty eight) are given to subjects each week.

YEAR 7, 8, 9 - NATIONAL CURRICULUM KEY STAGE 3

The four classes in each year form the teaching groups for some subjects. Smaller groups are formed for the teaching of practical subjects, English and mathematics.

Year 7 - Year 7 follows a curriculum designed to meet the requirements for Key Stage 3 of the National Curriculum. Subjects taught are: English and drama (6), maths (5), science (5), geography (2), history (3), theology & philosophy (1), modern foreign languages (4), art (2), technology (2), music (2), physical

education with dance (4), ICT (1) and personal, social and health education (1). In modern languages girls initially learn French and Spanish in parallel. A decision about which language to study from Spring Term of Year 7 to Year 11 is taken at the end of the autumn term in Year 7.

Year 8 - The subjects taught are: English and drama (6), maths (5), science (5), modern languages (4), history (3), geography (3), classical studies (2), theology & philosophy (1), art (2), technology (2), music (2), physical education including dance (2) and personal, social and health education (1).

At the end of the Year 8 it is our current practice to offer a choice for Year 9 of starting Latin or continuing with classical studies (2). Decisions are made after discussions between girls, parents and staff. Our preference is to achieve a balance in numbers as near to 50/50 between the two as possible.

Year 9 - The subjects taught are: English (5), maths (5), science (5), modern languages (3), history (3), geography (3), classical studies/Latin (2), technology (2), physical education (2), art (2), theology & philosophy (1), music (2), drama (2) and personal, social and health education (1).

YEARS 10 AND 11 - NATIONAL CURRICULUM KEY STAGE 4

In Years 10 and 11 all pupils study a combination of a compulsory core and a choice of optional subjects. In Year 10 the core consists of: English (6), maths (5), Double (7) or Triple (11) science, theology & philosophy (1), physical education (2), French or Spanish (4), and personal, social and health education (1).

In Year 11 the core consists of English (6), maths (5), Double (7) or Triple (11) science, theology & philosophy (1),

physical education (2), French or Spanish (4), and personal, social and health education (1).

A conference is held during the spring in Year 9 which concentrates on GCSE and vocational qualification choices. A parents' consultation evening is held shortly afterwards. With regard to choices our established practice is to ask girls to select their optional subjects from a simple list. We then try to write a timetable which matches as many of the stated preferences as possible. At Key Stage 4 students choose three options (four periods each). Choices offered for 2014/2015 were:

<i>Art</i>	<i>Jewellery and Model Making</i>
<i>Child Development</i>	<i>Latin</i>
<i>Classical Civilisation</i>	<i>Music</i>
<i>Design Technology (Resistant Materials and Textiles)</i>	<i>Music Performance</i>
	<i>Physical Education</i>
	<i>Theatrical and Specialist Make up</i>
<i>Food and Nutrition</i>	<i>Theology and Philosophy</i>
<i>Geography</i>	<i>Sociology</i>
<i>History</i>	<i>Triple Science</i>
<i>ICT</i>	

In addition GCSEs in Ancient Greek and Photography are offered after school.

PHYSICAL EDUCATION

The main facilities on site are the gymnasium, the outdoor netball court, the main hall and the dance studio. These are used by all pupils. We make extensive use of the facilities at the nearby Canteloves Park. Year 11 pupils make use of the local gym.

The traditional team sports played are netball, rounders, football and basketball. Some team matches are played against local schools.

Other curriculum activities include dance, athletics, gymnastics, skateboarding and trampolining. The school regularly enters teams for borough competitions. The department also makes a major contribution to the school's extracurricular activities.

THEOLOGY AND PHILOSOPHY

The school follows the locally agreed syllabus for Theology which includes the study of the beliefs and practices of the world religions and secular ideas. Students are encouraged to develop their own perspective on a range of spiritual, moral and social issues in the light of their learning. Critical thinking skills are key to achievement in this subject. All students study this subject at GCSE as a 'short' course, and many choose to complete the 'full' course GCSE. Philosophy and Religious Studies are popular at AS & A2.

CHARGING AND REMISSIONS POLICY

The governors have a published charging policy. The school encourages outings and journeys and gives help to those pupils for whom cost is a problem.

PUBLIC EXAMINATIONS

We enter AS, A2, GCSE (full and short course qualifications) through three of the main unitary awarding bodies. Edexcel, OCR and AQA.

Decisions about entry are made after careful consultation between pupils, staff and parents. Details of syllabuses currently followed are available on request.

NATIONAL CURRICULUM COMPLAINTS PROCEDURE

Under the terms of the 1988 Education Reform Act the Camden Authority has produced a booklet of procedures for anyone wishing to make a complaint against any school's observance of the National Curriculum. In the first instance a letter should be written to Ms Kitcatt at the school. She will provide full details of the procedure and make an initial response within seven days.

SIXTH FORM

Camden has a large and thriving sixth form with its own building. Boys are admitted to the sixth form and there are at present 141 boys on roll out of a total of 457.

Thirty AS/A2 level courses at present taught at Camden are:

Art	Geography	Philosophy
Biology	Ancient Greek	Photography
Chemistry	History	Physics
Classical Civilisation	History of Art	Politics
Drama	Latin	Psychology
Economics	Maths	Theology & Philosophy
English Literature	Further Maths	Sociology
French	Music	Spanish

Optional enrichment studies are a significant feature of the sixth form and are designed to broaden all students' Post-16 experience; they include Band Workshop, Big Band, Chamber Choir, Ceramics, Debating, Drama Production, Duke of Edinburgh, Fitness, History of Ideas, Jazz Band, Photography, Sixth Form Singers, Soccer Training, Song-writing/Composition, Stage Management and Symphony Orchestra.

Many students transfer to Camden from other establishments for their sixth form studies. An Open Day will be held on Tuesday, 25 November 2014.



ADMISSIONS POLICY FOR THE SIXTH FORM – 2015/16

The sixth form's published admissions number is 140. This is the minimum number of external students admitted into Year 12 of the sixth form for AS and A level courses. The actual number of places available to external students joining the school in Year 12 depends on the number of internal students continuing into the sixth form. No more than half the external places will be given to boys. In addition 30 students will be put on the waiting list.

How places are allocated to external students

The basic qualification: All applicants must have an academic reference from their current school stating their predicted grades. These must in all cases include 5 GCSEs at or above grade B level including English language and maths. GCSE equivalent qualifications are not accepted. **Applicants' predicted grades must also meet any higher individual grade requirements specified on the sixth form website in relation to their selected subjects.**

Places will then be offered in the following order:

- 1. Looked after¹ and previously looked after² children**
Looked after children or children who were previously looked after but immediately afterwards became subject to an adoption, residence, or special guardianship order.
- 2. Applicants having a sibling³ living at the same address and already attending the school at the time of admission.**
In cases where multiple siblings tie for the last place, then all will be offered a place, even if this exceeds the planned admission number.
- 3. Applicants who can provide evidence of an exceptional social or medical need that Camden School for Girls is specifically able to meet.**
Such applications will only be considered if the case is made known to the school and supported by appropriate evidence at the time of the original application. This will normally be in the form of a letter from a suitably qualified professional such as the applicant's doctor, consultant or social worker.

The remaining places will be allocated to those applicants meeting the basic qualification who live closest to the school and for whom places on their chosen courses are available. Each applicant must select four courses of study at the time of the application; these cannot be changed before the application is determined.

Closeness to the school is measured in a straight line ('as the crow flies') from the centre of the pedestrian gate in the perimeter fence on Sandall Road and the permanent address at which the applicant normally resides at the time of the application. The school will carefully verify the permanent address of the applicant.

Once applicants have been ranked according to distance, places will be allocated in order of closeness to the school, subject to the following procedures.

1. Once the places available for a particular course of study have been filled, any other applicant who has chosen that course will be not considered for admission, regardless of whether places are available on other courses that the applicant has chosen.

2. In the event that half the places available to external applicants have been filled by boys, no further boys will be considered for admission except to the extent that they may be placed on the waiting list (as to which see below).
3. In the unlikely event of more than one applicant being tied for entry under these criteria, the place will be randomly allocated. This process will be independently verified.

The furthest distance that successful applicants live from the school varies from year to year and depends upon the varying demand for individual courses.

The school reserves the right to withdraw courses that fail to recruit in sufficient numbers.

The Applications Timetable

- Application forms will be available from Friday 24th October 2014
- An open day will be held on Tuesday 25th November 2014
- The deadline for completed applications is Wednesday 7th January 2015
- On receipt of applications, academic references are sought by the school from the applicant's current school. The final date for receipt of the reference is Friday 13th February 2015. We will notify parents if a reference is not received by Friday 6th February 2015 which is 8 days before the deadline. It is then the responsibility of the applicant to follow up our reference request from their current school.
- All applicants who receive a conditional offer will be invited to attend a 'Welcome Evening' at the school to give students an insight into the ethos of the school.
- Conditional offer letters will be sent on Wednesday 18th March 2015 requesting a reply by Wednesday 1st April 2015.
- 30 students will be put on the waiting list. As places become available they will be offered to the students on the list in order, provided that (1) their courses are available and (2) it does not take the number of boys to over 50% of the external places offered.

Conditions

All places offered are subject to the following post-acceptance conditions:

1. The applicant must provide documentary proof of having in fact obtained five GCSEs at or above grade B, including English language and maths.
2. The applicant must provide documentary proof of having in fact all relevant entry requirements.
3. The applicant must produce proof of address in the form of a copy of their parent/guardian's current council tax bill.

Any applicant who is unable to satisfy these conditions will not be admitted to the school.

[1] In order to be given highest priority for admission, a child has to fall within the definition of 'looked after' in section 22 (1) of the Children Act 1989. As this Act applies to England and Wales, a child has to be looked after by an English or Welsh local authority

[2] Paragraph 1.7 of the School Admissions Code gives equal highest priority to 'previously looked after children'. Given the definition of a looked after child, a child will have to have been looked after by an English or Welsh local authority in order to be considered previously looked after. Under paragraph 1.7 of the Code, a child has to have been looked after immediately before they were adopted or became subject to a residence order or special guardianship order. In addition, in order to fall within the definition of a previously looked after child, an adopted child must have been adopted under the Adoption and Children Act 2002 This Act did not come fully into force until December 2005; it is therefore not possible for a child to have been adopted under that Act prior to then.

[3] Sibling is defined in these arrangements as; a sister or brother, a half sister or brother, an adopted sister or brother, a step- sister or brother or the child of the parents' partner where the child for whom the school place is sought is living in the same family unit and at the same address as that sibling.

These are the determined admissions arrangements for September 2015. If you would like access to supplementary information on music places please get in touch with the school.

Documentary Evidence & False Statements

The governors reserve the right to require the production of any documentary evidence to prove any claim. Proof of residence or further information may be requested and must be provided.

In applying these admission arrangements, 'permanent home address' means the permanent place of residence of the parent with whom the applicant spends the majority of her/his time. This home address must be the address where the applicant is living at the time of application and before the closing date for applications. Where parents/carers share responsibility for part of the week, then both home addresses must be quoted.

If the main address has changed temporarily, for example where a family is renting a property on a Short Term Tenancy Agreement (12 months or under), then the relevant address remains that at which the parent was resident before the period of temporary residence began, unless it can be shown that all ties to the previous address have been relinquished, or that the move is not easily reversible. The Governors may refuse to base an allocation on an address where they have reasonable grounds to believe that it is a temporary address only.

The school regularly checks the authenticity of the address stated in a number of successful applications. Where false evidence appears to have been provided, the offer will be withdrawn and the matter will be referred to the authorities.

EXAM RESULTS 2014

Full details about our exam results can be found in our Examinations Booklet which is available from the school. In the exam booklet we publish all the results of the Year 11 students and 17/18 year olds (mainly Year 13) as required by law. Results of other Year groups are also included for information and interest.

Our entry policy for all exams is straightforward. We believe that candidates who complete a school course at whatever level are entitled to be entered for exams if they so wish whatever final results we may expect. It is often not appreciated that for some students the completion of a course and the attainment of a pass grade are significant and praiseworthy achievements in themselves.

GCSE

The achievement of 89 of our 111 Year 11 students (80.2%) in gaining 5+ A*-C grades reflects the hard work of the students involved. The benchmark performance measure of 5+ A*-C grades including English and Maths was achieved by 80% of the Year 11 students (77.5% November entry).

Of the 1067 GCSE exams entered by the Year 11 students, 99.3% were passed and 39.9% (compared with 21% nationally) were graded A or A*. Our grade C or better pass rate in 2013 was 84% compared to the national average of 68%.

The last three years' results for all Year 11 students have been considerably above the national averages.

	2014	2013	2012
Camden School for Girls 5 + A*-C	80%	84%	81%
National 5 + A*-C	69%	68%	69%

A Level

We believe that for some candidates in a comprehensive school like Camden an E grade, the lowest pass, represents a worthwhile success. For others, facing stiff conditions for entry to university, anything less than a C grade may mean disappointment. Considerations of this kind and cases of special note cannot be illustrated in the published details of results.

The commonest measure of A level achievement is the pass rate, i.e. those achieving grades A*-E. 92% of the YR13 students achieved 3+ A-E grade and 76% of all A level grades were A*, A or B. The A* grades were 18% of the entries compared with 8% nationally.

ATTENDANCE

Attendance figures and details of unauthorised absence from school are shown on the next page. These have been calculated according to the guidelines and requirements set down by the government.

Absence from school is defined as falling into two groups, authorised and unauthorised.

The following circumstances would be defined as an **authorised** absence:

- an illness which is verified by a note or telephone call
- an absence in term time which is negotiated and agreed to by the Headteacher in very exceptional circumstances
- an arrival at school, with a note of explanation, thirty minutes after the registration has closed
- an exclusion from school
- a religious holiday

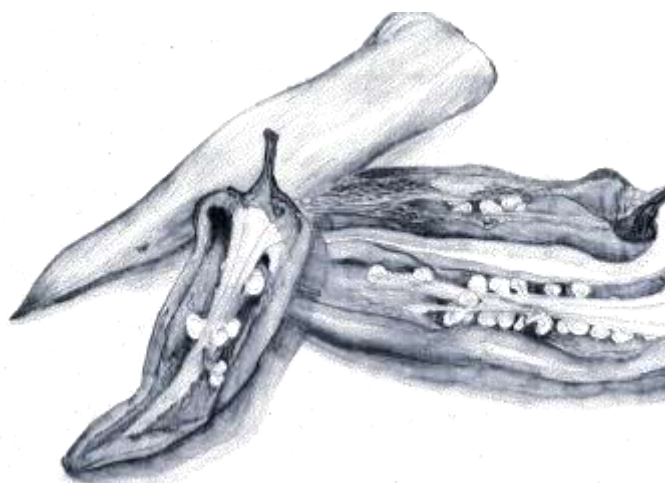
An **unauthorised** absence is recorded when:

- there is no explanation from home
- the reason for absence is one that the school cannot authorise, e.g. an extra family holiday
- the student arrives, without an explanation, thirty minutes after the register has closed

As well as following government guidelines the school promotes and encourages the importance of good attendance and punctuality. Our aim, to achieve an environment in which students are socially integrated and achieving their academic potential, relies on good attendance. Camden School for Girls was recognised for its outstanding attendance last academic year.

Lateness

If a student arrives to school after 8.50 am she will have 20 minutes detention on the same day at lunch time.



**ATTENDANCE RETURN FOR ACADEMIC YEAR
SEPTEMBER 2013 – JULY 2014**

AUTUMN TERM

Year	Number on Roll	Authorised Absence %	Unauthorised Absence %	Attendance %
7	113	2.8	0.9	96.3
8	113	5.0	0.0	95.0
9	112	5.7	1.8	92.5
10	113	6.2	0.9	92.9
11	112	4.8	8.9	86.2

SPRING TERM

Year	Number on Roll	Authorised Absence %	Unauthorised Absence %	Attendance %
7	112	2.9	0.0	97.1
8	113	4.8	1.8	93.4
9	113	5.4	0.9	93.7
10	112	7.0	0.9	92.1
11	112	4.4	2.7	92.9

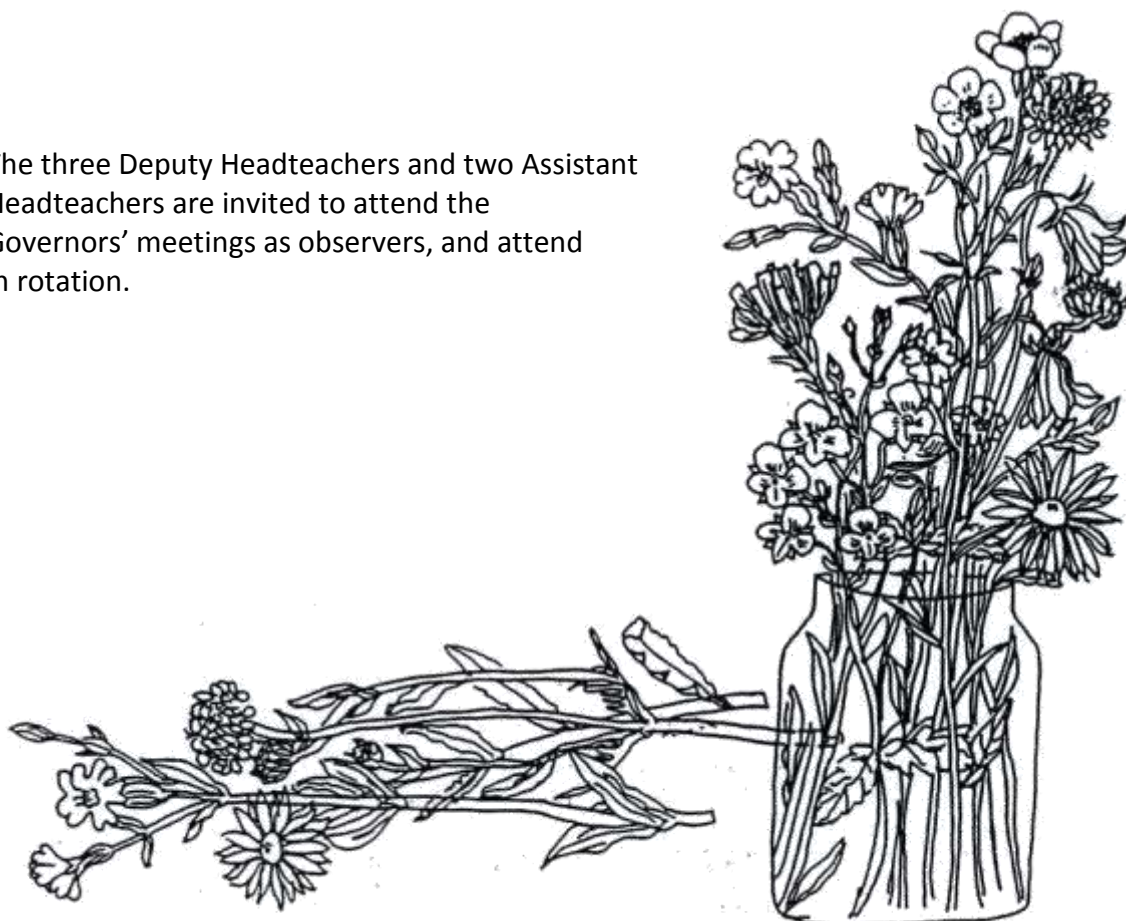
SUMMER TERM

Year	Number on Roll	Authorised Absence %	Unauthorised Absence %	Attendance %
7	112	2.8	1.8	95.4
8	113	5.5	2.7	91.8
9	113	4.7	9.7	85.6
10	111	4.8	3.6	91.6
11	112	0.6	9.8	89.6

THE SCHOOL GOVERNORS

Diamond Ashiagbor	Foundation Governor
John Atmore	Foundation Governor
Tilly Blyth	Parent Governor
Sebastian Camisuli	Foundation Governor
Una Doyle	Staff Governor
Hormoz Firouzbakhsh	Staff Governor
Petra Fried	Foundation Governor
Bibi Hilton	Foundation Governor
Judith Jammers Copley	Parent Governor
Elizabeth Kitcatt	Headteacher
Lekha Klouda	Foundation Governor
Katie Linforth	Foundation Governor
Angela Mason	Local Authority Governor
Janet Pope (Chair)	Foundation Governor
Beverley Rowe	Foundation Governor
James Westhead	Parent Governor
Geoff Whitty	Foundation Governor
Vacancy	Parent Governor
Clerk to the Governors	Libby Blackett

The three Deputy Headteachers and two Assistant Headteachers are invited to attend the Governors' meetings as observers, and attend in rotation.



DEPARTMENTAL TEACHING STAFF – 8 September 2014

Bold= Head of Department d = Deputy Head of Department p = part-time t = temporary * not CSG employee

Art and Design	Grant Penny (Acting) David Aronsohn - History of Art (p) Chloe Brownsey (d) (Acting) Nicola Hepworth (p) (t) Katie Heyes (p) Vaishali Londhe (p) Dawn Miller – Photography (p) Alice Myers – Photography (p) (t) Pip Schofield + Assistant Headteacher (t)
Classics	Christina Robinson Eric Bateson Sara Wood (p)
English	Angie Fearnside (p) Olivia Camillo + 1 st Deputy Head Justine Cohen Samantha Essery (d) Naomi Farrow + Assistant Head of Year (6 th Form) Josephine Fenton + Drama (6 th Form) (p) Julia Gibson + Head of Year 12 + Progress Interventions Co-ordinator Alice Gwinnell (p) Mich Jonas (p) + Head of Year + EPQ Co-ordinator Elizabeth Kitcatt + Headteacher Vanessa Raison (p) Rosemary Rawlinson (p) Karen Scott - English KS3 Co-ordinator + Literacy Co-ordinator Davina Silver Jon Stubbings + Educational Visits Co-ordinator
Geography	Martin Evans Katharine Boardman (p) + Teaching and Learning Assistant (Acting) Lucy Cracknell Garry Doyland (p)
History	Bill Yates (Cover Assistant) Una Doyle + Head of Year 9 Cecilia Gall Gray (d) (p) Rahimot Gbadamosi (t) (p) Fiona Gollan David Gunn + Head of Year 8 + History KS4 Leader (Acting) Guy Maidment + 3rd Deputy Head Helen Morriss + Teaching and Learning Assistant + History KS4 Leader (maternity) Patricia Shevlin (t) Alex Wahnon
I.C.T.	Jenny Man + Inclusion and Focus First Co-ordinator + Mathematics and SEN Teacher
Learning Support	Rosalind Durant SENDCO (p) + EAL Coordinator Sue Conacher (p) Grazyna Fulford SEN (p) (SEN = Special Educational Needs) (EAL = English as Additional Language)

Mathematics	<p>Simon Howard Lu Baxter (p) + Maths KS5 Co-ordinator (t) Caroline Burgess (Economics) (p) Hormoz Firouzbakhsh (Economics) + Head of Year 13 Layla Ghorbannejad + Maths KS3 Co-ordinator Danielle Golden (p) Laura Kavalier + Numeracy (d) Thomas Low Corina Nicolau Henry Stenner</p>
Modern Languages	<p>Ruthie Bousquet Katie Brown Kathia Derrar + 2nd Deputy Head Conchy Manas + Head of Year 11 Debra Marks (d) (p) Julia Sanitt (p)</p>
Music	<p>Will Byers Eve Gordon Kathryn Hannent (p) * Nina Hirsch (p)</p>
Physical Education	<p>Sian Cieslar Angelene Devine + Acting Head of Year 7 Nikki Farrington-Clarke (p) + Casual Supply Pool</p>
Science	<p>Lynda Charlesworth Tom Cooper (p) (t) Marjorie Coulon (maternity) Sean Daludado (p) Simon Flynn (p) Janice Joseph + Key Stage Three Co-ordinator Fiona Keilthy (p) Mei Lapuz + Progress Interventions Co-ordinator Maryam Marmar (t) Ronan McDonald (p) Melanie O'Brien - Psychology (p) Emma Perry + Head of Year 10 + PSHE Co-ordinator Alom Shaha (p) Katherine Totten (d) Emily Villegas - Psychology + Main School Careers (p)</p>
Technology	<p>Leanne Ronayne + Assistant Beginning Teacher Co-ordinator (p) Sally Burns + i/c Textiles + SEN Teacher Janet Pringle (p) + Mathematics Teacher Deirdre Toman (d) + Assistant Headteacher (t) + i/c Food</p>
Theology & Philosophy	<p>Anna Lockley-Scott Aidan Cottrell-Boyce (p) (t) Paul Glantz (p)</p>
Casual Supply Pool	<p>Nikki Farrington-Clarke + PE, Richard Freeman, Pamela Hughes</p>

SUPPORT & PERIPATETIC STAFF – 8 September 2014

(f) = full-time (p) = part-time staff are term time unless marked (a) = all year round * not CSG employee

ADMINISTRATION

Bursar	Rosemary Bradshaw (f) (a)		
PA to Headteacher	Jenny Gough (f)		
Secretary to Headteacher	Anja Theobald (f)		
Office Manager	Jackie Mapes (f)		
Administrative Staff	Lynn Caufield (f)	Kim O'Shea (f)	
	Katie Haywood (p)	Karen Roberts (p)	
	Kathy Newton (f)	Sue Selman (p) + Print Assistant	
Data Manager	Chris Hall (p)		
Cover + Assessment	Jimi Appleton (f)		
Cover Manager	tbc		
Examination Officer	Donika Barbatovci (f) (a)		
Examination Assistant	Elizabeth Sassie (p)		
Finance Manager	David Lewis (f) (a)		
Finance Officer	Lynda Farrell (f) (a)		
Print Room Manager	Ann Ingram (f)		
	Susan Selman (p) + Admin (p)		
Sixth Form Office Manager	June King (f)		
Sixth Form Administrative Staff	Elaine Girard (f) (a)		
	Kathie Haywood (p)		
	Jane O'Connell (f) (p)		
Attendance Officer (6th Form)	Caroline Black (f)		
Clerk to the Governors	Libby Blackett (p)		
Archivist	Jean Longley (p)		
CURRICULUM / PASTORAL:			
Child Psychotherapist	Kathryn Fenton (p)*		
Connexions Adviser	Anne-Marie Robins (p) *		
Education Welfare Officer	Marvlyn Le Fleurier (p)*		
Home/School Liaison Workers	Linda Raymond (t) (p)		
Bengali Support Worker	Suhela Bari		
Learning Mentors	Colette Kennedy (f) + Work Experience Co-ordinator		
	Anne Murphy (p) + Hair and Beauty		
	Emma Chandler (p)		
Counsellors	Amanda Glass - 6th Form (p)*		
	Tbc- Main School (p)(t)		
Librarian	Susan Green (f) (a)		
UCAS Support	Bet Edwards (p)		
	Nicola Bayley (p)		
Vocational Curriculum	Ndidi Onwuagha - Hair and Beauty (p) + Teaching Assistant + Vocational		
	Emily Goldsmith - Hair and Beauty (p) + Teaching Assistant + Vocational		
	Glenn Tillin - Stage Management + Technician(p)		
Music Admin. Assistant	tbc		
Teaching Assistants: (p)	Mary Bath	Martin Deegan	Stephanie Bayliss (SEN)
	Rosa Robinson	Maria Boukhari	Gillian Walsh
	Marcella McWilliams		Mahlet Teklezgi
			Suhela Bari (t) (p)

Foreign Language Assistant

Peripatetic Music Instrumental Teachers *

Bassoon	Chris Rawley	Music Technology	Josh Mycroft
Bass	Jack Stevens	Oboe	Clare Hoskins
Cello	Natasha Briant	Orchestra	Karen Hutt
Clarinet	Shelly Levy	Percussion	
Double Bass & Jazz Piano	Paul Moylan	Piano	Diana Franklin / Tony Gray / Peter Watson / Nikki Yeoh
Drum Kit	Barney Rockford	Recorder	Andrew Robinson
Flute	Susan Torke	Saxophone	Peter Shrubshall
Classical Guitar + Theory	Kasia Elsner-Weir	Trumpet	Richard Martyn / Ben Dawson
Guitar	James Forster / Jason Broadbent	Violin	Laura Cochrane / Rob Spriggs / Zlatko Velichikov
Keyboard & Piano	Peter Watson	Viola	Rob Spriggs
		Voice	Kate Fun / Jenny Morgan / Emilia Martensen / Theresa Nyandoro

ICT Strategy Manager	Clifford French (p)
ICT Network Manager	Biljana Raspudic (f)
ICT Network Analyst	Archie Santos (f) (a)

TECHNICIANS

Art Technicians	Carol Marin Pache (p)	Kevin Logan (p)
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Music Technician

Technology Technicians

Mark Hibbert - Resistant Materials + Art (p)
 Anna Pearshouse - Textiles (p)
 Pauline Ansley - Assistant Food (p) + Cleaner

Science Technicians

Dennis Bhogal (f)
 Ruth Araia (f)
 Zef Lleshi (f)
 Pamela Walsh – Assistant (p)

Stage Technician

Glenn Tillin + Stage Management (p)

PREMISES:

Premises Manager	Chris Smith (f) (a)		
Site Services Officers	John Downey (f) (a)	Tony Ingram (f) (a)	Donal Ryan (f) (a)
Gardener	Kathryn Marle (p)		

Break & Lunch Supervisors: (p)

Mary Bath
 Susan Selman

Head of Kitchen

Catering Assistants (p)

Rider Coddington (f)
 Clement Iserre + Cleaner Cho Lee
 Moy Kya Oh Yun Mui Tang
 Ngan-Lei Leung
 Ngan-Hei Wong Cam Sau Ly – Staff Kitchen

School Cleaners (p)(a)

Beatrice Agyeibi	Mangalika Alahakoon	Pauline Ansley + Technician
Mary Bath + Teaching Assistant	Josephine Brett	Jose Cacharron Campos
Sangita Chhetri	Jackie Coulston	Juliana Gyateng
Clement Iserre (tt) + Catering	Tanbir Islam	Fernanda Mandia
Fernanda Raimundo	Rose Riccio	Patricia Small
Maleka Syed	Malika Tachfin (tt)	Luisa Vieira
Pamela Walsh + Technician		

LEAVERS' DESTINATIONS

SUMMER 2014

Year 11

Of 112 students in Year 11, 56 stayed at Camden School to study A levels.

- 28 students are taking A levels at other schools/colleges
- 28 students are at Further Education Colleges (BTEC, NVQ)

Year 13

Including 2013 Gap Year students

195 students secured places at university – including 7 at Cambridge, 2 at Oxford and 5 for Medicine.

- 25 Art Foundation
- 49 taking GAP Year and applying for university in 2015



SCHOOL TERM 2014 - 2015

Camden School for Girls	
School Term 2014 – 2015	
Autumn Term 2014	
Term Starts	Monday 1 September 2014
Half Term	Monday 27 to Friday 31 October 2014
Term Ends	Friday 19 December 2014
Christmas Holidays	Monday 22 December 2014 - Friday 2 January 2015
Spring Term 2015	
Term Starts	Monday 5 January 2015
Half Term	Monday 16 to Friday 20 February 2015
Term Ends	Thursday 2 April 2015
Spring Holidays	Friday 3 April – Friday 17 April 2015
Summer Term 2015	
Term Starts	Monday 20 April 2015
Half Term	Monday 25 to Friday 29 May 2015
Term Ends	Friday 17 July 2015
Bank Holidays	Thursday 1 January 2015 New Years Day Friday 3 April 2015 Good Friday Monday 6 April 2015 Easter Monday Monday 4 May 2015 May Day Bank Holiday Monday 25 May 2015 Spring Bank Holiday Monday 31 August 2015 August Bank Holiday
Proposed INSET days:	Monday 1 September 2014 Wednesday 26 November 2014 Friday 19 June 2015
School Closure	Tuesday 25 November 2014 - 6 th Form Open Day - School will be closed to Year 7 - 11 students
School will start on:	Year 13 enrolment- Thursday 28 August 2014 Year 12 enrolment- Friday 29 August 2014 Year 10 and 11 Target Review Day - Wednesday 3 September 2014 Year 7 induction trip- Wednesday 3 September Years 8 and 9 part day activities in school- Wednesday 3 September time tbc Sixth form Induction Tuesday 2 September- Thursday 4 September 2014 inclusive Year 7 - 9:00 - 2:00 pm Thursday 4 September 2014 Years 8 - 11 - 1:30 - 3:35 pm Thursday 4 September 2014 All lessons starts Friday 5 September 2014



HOME-SCHOOL AGREEMENT

As a parent, I will:

- Take an active interest in all aspects of my child's school life.
- See that my child attends school regularly, on time and properly equipped.
- Communicate to school all relevant information which may affect my child's work or behavior.
- Notify the school by 9.30 a.m., if for any reason, my child cannot attend.
- Take my child out of school only with the school's permission and in exceptional circumstances.
- Encourage my child to follow the school's behaviour policy and support associated action taken by the school.
- Support the school's policy on homework, provide suitable facilities at home, and encourage my child to make the required effort.
- Attend parents' evenings and other meetings at which my presence is requested.
- Notify the school of a change of address or telephone number, or e-mail address.
- Support the school in its efforts to provide a well-resourced and successful learning environment.
- Be as fully involved as possible in school events and initiatives which are intended to improve the experience and opportunities of all our students.

Signed: _____ Date: _____

The school will:

- Provide a safe and stimulating environment for your child.
- Ensure that your child fulfils her potential as a learner and as a member of the school community.
- Offer a broad and balanced curriculum to students of all abilities.
- Encourage all pupils to take responsibility for their own actions, feel proud of their achievements and enjoy being a student at the school.
- Keep you informed about your child's progress.
- Insist that students observe the school's behaviour and anti-bullying policies.
- Set and mark regular homework, and provide suitable facilities for homework to be done at school.
- Distribute a weekly newsletter of general school matters.
- Provide a wide variety of extra curricular activities.
- Always listen to parental concerns.

Signed: Elizabeth Kirtzall _____ Date: _____





THE *SEVEN* RULES IN THE CLASSROOM
FOR LEARNING

1. Always be on time and have the right equipment and books. Put your bag on the floor.
2. Remember to put up your hand – don't call out – never use bad language.
3. Agree to the seating plan or talk to your teacher privately.
4. Turn off mobile phones/iPods and keep them out of sight. Do not wear headphones.
5. Take care of the environment – no graffiti, no litter, no gum.
6. Go to the toilet during break and lunchtime. You will not be allowed during a lesson unless you have a medical pass.
7. Always be polite and considerate to everybody and leave grudges outside the classroom door.

Follow your teacher's instructions.

Lessons are for learning!

SUMMARY OF BEHAVIOUR POLICY

This policy provides the framework that supports the work of Camden School and ensures that students can feel secure and able to learn. Staff can feel confident that a robust and explicit structure of sanctions and rewards is in place. Its delivery requires staff to have consistent expectations of a purposeful and co-operative school environment where we help to develop independent and responsible young people.

This policy is underpinned by our commitment to create a social atmosphere which does not rely upon rigid inflexibility but is built upon a regard for our agreed community values, respect for and the promotion of individual potential and socially accepted good manners.

The management of adolescent behaviour is challenging and complex and calls for high level interpersonal skills, patience and a sense of humour.

What is Acceptable + Unacceptable Behaviour?

Acceptable behaviour

Acceptable behaviour is that which promotes co-operation, compassion and consideration from students in their relationships with teachers, other school staff, visitors, fellow students and local residents. This supports a learning environment which creates a safe climate to promote high achievement.

Unacceptable behaviour

Examples of unacceptable behaviour include:

- Verbal abuse
- Threatening language or behaviour
- Intimidation
- Physical abuse
- Bullying and harassment including racist, sexist and homophobic abuse
- Deliberate isolation of a student
- Graffiti and a wanton disregard for our environment
- Substance abuse on site and at the school gate
- Abuse through the IT media e.g. Facebook, mobile phones and YouTube
- Loud, rowdy corridor behaviour
- Inconsiderate, antisocial behaviour during performances

The Camden School community clearly understands the importance of co-operation and consideration as it is communicated through the 'Camden Compass', School Prospectus and the Home-School agreement.

ANTI - BULLYING

All members of Camden School for Girls understand that they are entitled to work and study in a fair and safe environment. Bullying is not and must not be tolerated within our community. Our policy explains what forms bullying can take and states our procedures to challenge any act of bullying and our constant commitment to create a friendly and caring school. Bullying is a deliberate hurtful action. It can happen repeatedly or be a one-off incident. Bullying can take many forms:

- Physical – hitting, jostling or taking belongings
- Verbal – name calling and offensive remarks
- Indirect – spreading nasty stories, dirty looks, refusing to co-operate in group work or exclusion from a social group

Racist bullying is likely to hurt not only the victim but also other students from the same cultural group. All new members of our community are given our policy and additional support leaflets from the School Council and S.O.S.

What Camden School does to stop bullying:

Policy and Procedures

- The Camden Compass which states the school's expectations of social behaviour
- Agreed rules for classrooms and common areas
- Lunchtime supervision in common areas
- Gate duty at the end of the day
- Promotion of Race Equality Policy
- Supervised rooms for after school activities
- A safe library area for quiet work

Key staff to support Anti-Bullying Policy

- Learning Mentors (one-to-one and group sessions, circle time)
- Family Liaison Officer (one-to-one sessions which could involve a family member)
- Open door visits to School Nurse (if there is a health/absence from school issue)
- A well trained Pastoral team (conflict resolution and all aspects of mentoring)

School Council Initiatives

- Trained peer counsellors in Year 11 – S.O.S.
- A buddy system in Year 7
- School Council questionnaires and reviews
- Bullying as a topic in PSHE
- School Council advice to staff

Camden's COMPASS

Everyone is **different** but we all  should have the **same** chances

C

ommunities work when there is a calm, safe and tolerant atmosphere. Please understand that bullying whether verbal or physical against any member of our community is not tolerated.

O

bjectionable and rude behaviour shown to any member of our community, including visitors, is a serious breach of our code and is **not** tolerated. We do not wear a uniform but we do wear appropriate clothing for activities in school.

M

anage your own behaviour and have your own goals. Speak out for fairness and be independent. If you feel that there has been an injustice - discuss it with your tutor or go to the girls in the S.O.S. We must all realise and understand that smoking and taking drugs are forbidden and strong sanctions will be applied if this rule is broken.

P

lease take pride in our environment. If you use the dining room, you must clear up after yourself. Do not graffiti or leave litter. If asked to help tidy up - do so with a smile **not** a scowl! Chewing gum gets on clothes and furnishings and is not allowed in school.

A

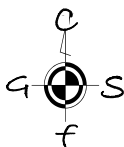
ll of us are entitled to hold a view point and be listened to in class in a quiet and respectful way. We should show courtesy by arriving on time to all lessons and having the correct equipment and kit with us.

S

ubject learning is a priority so we should keep to seating plans and follow all teacher instructions. It should be clear to us all that disruption to our lessons holds back our opportunities. Mobile phones should not be seen or heard in lessons as they cause disruption. They should not be used on the stairs or in the corridors as you could have an accident when not paying attention.

S

pecial talents should be celebrated. If you have good ideas - share them. If you have exceptional skills - display them, **you** deserve our congratulations.



Towards Better Behaviour
In Our Community

