

CAMDEN SCHOOL FOR GIRLS

General Information for Parents

This page of our website provides general information about the school under the following headings:

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It should be read alongside our Sixth Form and Main School information booklets to provide you with an understanding of the school's context, history and daily routines.



September 2021

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.

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. In May 2018 work was completed to extend the Dining Hall, foyer and entrance to the school and improvements were made to the Sixth Form Building. Over the summer of 2019 a new astroturf multi use games area was created and a green living wall was added to the perimeter of the school to neutralize pollution and increase privacy.

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 2.50 p.m. after lesson 7 to enable staff meetings to take place. Lessons also end at 2.50 p.m. on Fridays except for the sixth form and Year 9, 10 & 11. Thus the teaching week in Years 7 & 8 is 38 x 40 minutes, i.e. 25 hours 20 minutes and 26 hours in Year 10. 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. Our aim is to celebrate and acknowledge students' achievements as well as helping them to understand what to do to improve. 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 30 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 on the school's website and our Behaviour Policy is regularly updated. The School Council, staff and CASCA (The Camden School Community Association) drew up a Home School contract.

THE CURRICULUM

The school offers a broad and balanced curriculum which is in accordance with national requirements but has a distinctive character derived from the strengths and traditions of the school. The school has been praised for the moral, spiritual, cultural and social development of its students through the full range of subject teaching, pastoral guidance and the variety of extra-curricular activities on offer. Our teachers are well-qualified specialists who combine excellent subject

knowledge with the ability to make learning interesting, challenging and enjoyable.

Years seven, eight and nine

NATIONAL CURRICULUM

KEY STAGE THREE

The four classes in each year form teaching groups for some subjects. Smaller groups are created for the teaching of practical subjects. Students who struggle with their learning are given additional assistance by our Learning Support department.

Subjects taught: KEY STAGE THREE – English and drama, mathematics, science, geography, history, modern foreign languages, theology and philosophy, art, music, design technology (food, resistant materials and textiles), physical education and personal, social and health education. In modern languages students study French and Spanish in parallel in Year 7. A decision about which language to study from the Spring Term of Year 7 onwards is taken at the end of the Autumn Term of Year 7. In Year 8, all students study Classics and at the end of Year 8 students are offered the choice for Year 9 of studying Latin or continuing study of classical civilization. Decisions are made between students, parents and staff. Camden School for Girls is one of the few remaining maintained schools to offer the full range of classical subjects; Classical Civilization, Latin and Classical Greek.

THE CURRICULUM IN KEY STAGE FOUR

In Years 10 and 11 students follow a rich programme of core and optional subjects.

Core subjects: We are delighted to be offering triple science as well as double science at GCSE, as part of our core offer, which includes English, mathematics, theology and philosophy, physical education, French or Spanish and personal, health and social education. The vast majority of students take English Literature GCSE as well. In the Spring Term Year 9 students are offered 3 choices of GCSE and Vocational courses. Options offered for 2019/2020:

- Art
- Classical Civilisation
- Classical Greek
- Computer Science
- Design and Technology (Textiles or Resistant Materials)
- Geography
- Hairdressing and Beauty Therapy
- Health and Social Care
- History
- IT
- Latin
- Music
- Sociology
- Academic support in addition GCSEs in Ancient Greek and photography are currently offered either before or after school.

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.csg.school. Progress checks and full profiles are sent home once a year and Parents' Evenings take place at various times during the year. The staff aim to reply to parental queries as quickly as possible by phone or email.

APPEARANCE POLICY

Students at the school may wear what they wish, but are expected to dress appropriately for an educational environment. Students should not dress in a manner likely to offend public decency, or wear clothing which prevents or interferes with identification through recognition of the whole face for security and safeguarding purposes or communication and learning. These rules also apply to those sitting examinations. If a student's clothing is in breach of this policy, the student will be required to change. Please see the Year handbook for further details.

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.

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.

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. Philosophy and Religious Studies are popular at AS & A2. Students may be withdrawn from Theology at their parents' request.

ATTENDANCE

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. Holidays in term time are never authorized.
- 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.

THE SCHOOL GOVERNORS

Sebastian Camisuli	Foundation Governor (Co-Vice-Chair & Vice-Chair of F&P Committee)
Flora Cornish	Parent Governor
Tom Engel	Parent Governor (Vice-Chair of C&S Committee)
Julia Gibson	Staff Governor
Manuela Grayson	Foundation Governor
Jane Hindle	Foundation Governor (Co-Vice-Chair)
Sally Hodgkinson	Parent Governor
Bob House	Foundation Governor (Chair of F&P Committee)
Maria Kambouri	Foundation Governor (Chair of C&S Committee)
Kateryna Law	Governor & Headteacher
Lekha Klouda	Foundation Governor
Angela Mason CBE	Local Authority Governor & Nominated Governor for SEN
Janet Pope	Foundation Governor (Chair of Governors)
Ceri Smith	Parent Governor
Dick Tyler	Foundation Governor
Duska Cutler	Clerk to the Governors

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



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, including the Appearance 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 Kireatt



CAMDEN SCHOOL FOR GIRLS



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
- Constant low level disruption
- Threatening language or behaviour to another pupil, teacher or a member of the public
- Intimidation
- Physical abuse
- Bullying and harassment including racist, sexist and homophobic, transphobic or biphobic abuse
- Deliberate isolation of a student
- Graffiti and a wanton disregard for our environment
- Substance abuse on site and at the school gate
- Inappropriate use of mobile phones (e.g. filming)
- Abuse through social media (e.g. Facebook Twitter and YouTube)
- Loud, rowdy corridor behavior
- Inconsiderate, antisocial behaviour during performances
- Extreme and offensive views and behavior

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.

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 lunch, break and end of the day
- Promotion of Race Equality Policy
- Supervised rooms for after school activities
- A safe library area for quiet work
- Supervised lunchtime homework clubs/activities

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.
- A buddy system in Year 7
- School Council questionnaires and reviews
- Bullying as a topic in PSHEE
- School Council advice to staff

Camden's COMPASS



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

bjectable 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

