



Wolverhampton Girls' High School
"Ludus Supra Praemium"

Parental Guide to Communication with the School

2019/2020





Introduction

We aim to respond timely to all parental enquiries, ensuring that Parents/Carers feel listened to and that actions are taken in response to points raised, thus ensuring that resolutions are reached where possible.

Feedback will be given to Parents/Carers at the time of dealing with the enquiry and in the weeks that follow. Although, it is noted that this may be limited in the nature of what can be shared. For example, personal/specific details about an individual will never be provided about third parties (either students or members of staff).

We encourage Parents/Carers to contact us with any queries or concerns and are committed to working together to do all that we can to support our students.

Mrs Young
Headteacher



How to get in touch...

Communication with School

Over the course of the year we will communicate with you in a variety of different ways:

- We will email home our weekly E-Bulletin. This document highlights up and coming events and recent achievements, in addition to recent letters sent home;
- Each term we publish the School Newsletter. This is available on the website and sent home by email;
- Grade sheets and/or written reports to update you on your daughter's progress;
- Text messages;
- Hard copies of letters will be sent home for a variety of matters and electronic versions of these are uploaded to the school website.

Occasions may arise when you need to contact school in order to share information or raise concerns. There are several ways in which you can do this, including:

- By telephone - 01902 551515;
- By email - enquiries@wghs.org.uk - should be used for all general, enquiries;
- By email - headteacher@wghs.org.uk - should be used for direct/confidential communication with the Headteacher;
- By letter to school;
- By recording a note in the communication section of your daughter's planner to be shared with a member of staff.



Senior Leadership Team

The Senior Leadership Team are here to support you.
The following chart provides an overview of their responsibilities.



Mrs T Young
Headteacher

Responsible for: Overall Leadership and Management of the school

Available to discuss any aspect of school life or other issues with you.



Mr A Jones
Deputy Headteacher

Responsible for:
Pastoral Care
across the school
& Timetabling.

Designated Safeguarding Lead

Deputy Headteacher with
responsibility for student welfare.



Mr D Bowdler
Deputy Headteacher

Responsible for:
Teaching &
Learning
Assessment
Curriculum

Deputy Headteacher with respon-
sibility for Teaching & learning,
assessment and Curriculum.



Mrs J Stanway
Senior Assistant
Headteacher
Director of Sixth Form

Responsible for:
Leadership of Sixth
Form
Community Outreach

Senior Assistant Headteacher with
responsibility for the Sixth Form



Mrs R Brett
Assistant Headteacher

Responsible for:
Operations
Enrichment
ICT
Careers

Assistant Headteacher with re-
sponsibility for careers, ICT and
enrichment.



Mrs J Tench
Business manager

Responsible for:
Finance
Catering

Business Manager with responsi-
bility for finance and catering



Our Pastoral Structure



"Happy young women" "Achieve fantastic personal results" "Confident and resilient"

Form tutors work closely with the Heads of House, Assistant Heads of House and Heads of Sixth Form who have overall responsibility for the pastoral care of each student within their House. The school also benefits from pastoral support staff who work closely with students to address their particular needs and support their ongoing progress in school.

Where you have concerns about your daughter's well-being, progress across several subjects, behaviour or the behaviour of other students, then the Heads of House, Assistant Heads of House and Heads of Sixth Form are the most appropriate point of contact with the school.

Meet the Staff

For Years 7 - 11



Mrs L Wainwright
Head of
Audley House



Mrs C Jones
Assistant Head of
Audley House



Mrs A Thompson
Head of
Ferrers House



Miss A Platt
Assistant Head of
Ferrers House



Mrs E Clarke
Head of
Paget House



Miss E McMorine
Assistant Head of
Paget House



Miss J Price
Head of
Stafford House



Miss S Bannister
Assistant Head of
Stafford

For Years 12 & 13



Mrs J Stanway
Senior Assistant Headteacher
Sixth Form



Mrs K McMahon
Assistant Head of
Sixth Form



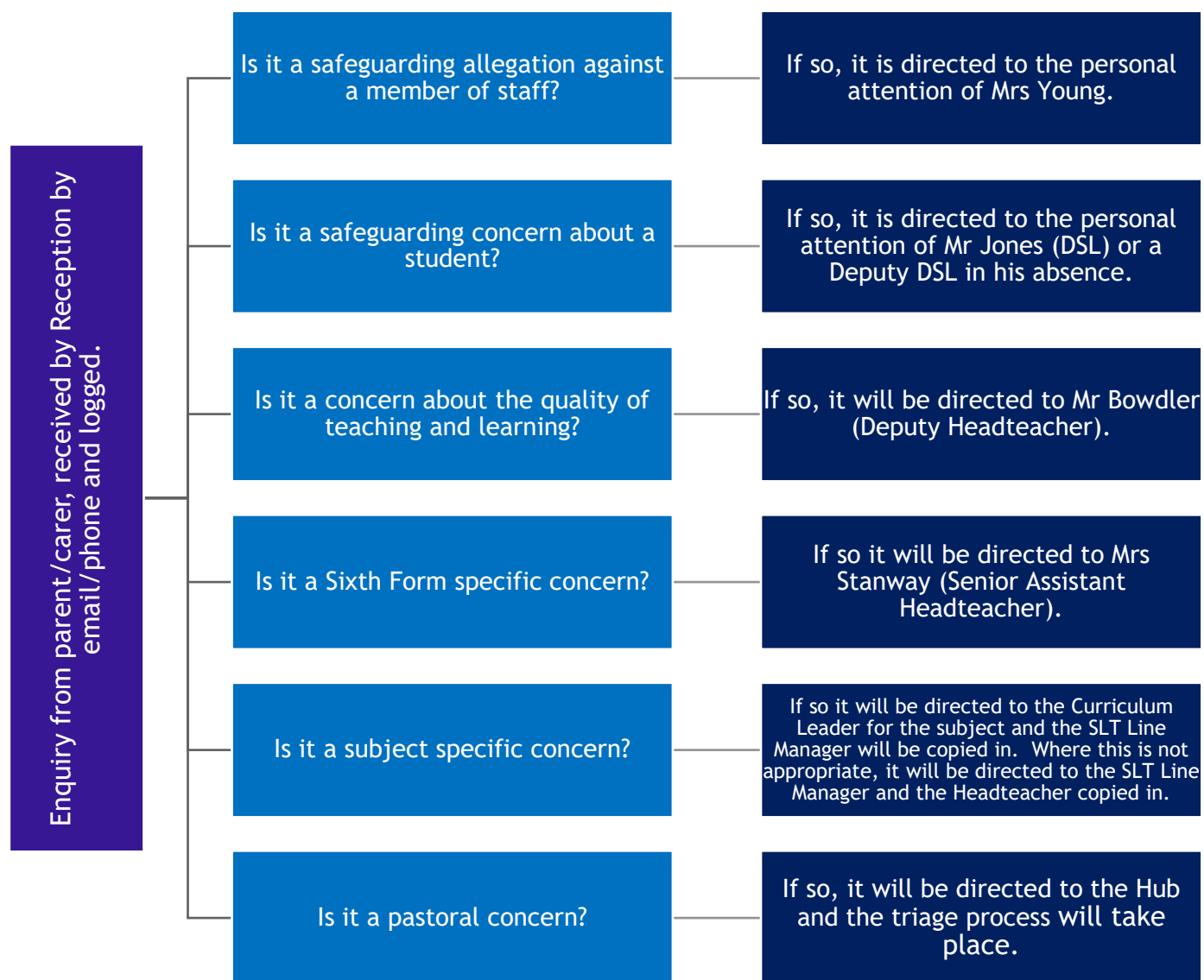
Mrs K Sewell
Assistant Head of
Sixth Form

"This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment."



Receiving your Query: Steps Taken

In response to an enquiry from Parents/Carers by email/telephone



Please note that this is not an exhaustive list and other queries will be directed to the appropriate person on a case by case basis.



The Hub

The Hub acts as our pastoral care and support centre within the school. Teaching and non-teaching pastoral staff are based within The Hub for students to access pastoral care and support, when needed, as well as dealing with more day-to-day routine queries.

The Hub also provides a main communication channel on attendance and pastoral concerns for Parents/Carers of the school. Parents/Carers will be able to access a member of our Pastoral Administration staff who will listen to their queries and concerns, relay the actions that they will be taking and include any time scales.

Should you have a pastoral concern that you wish to discuss with your daughter's House Leader, Assistant House Leader or for Sixth Form students, the Senior Assistant Head who leads the Sixth Form, our Pastoral Administration staff will gather initial information about the nature of your concern. They will then relay the information to the appropriate pastoral leader who will then make contact with you when they are available.



What to expect when you raise an enquiry or a concern.

If concerns emerge whilst following this informal process, do not hesitate to get in touch. Please note that the following points do not apply to formal complaints; the process for dealing with those is detailed within the Complaints Procedure.

Reception will direct your enquiry to the best placed person in School to deal with it.

Expect to receive an acknowledgment by the end of the next working day to a phone call or within 2 working days to email enquiries. This may be by phone or email.

Depending on the nature of the enquiry, it may be necessary for the person dealing with it to: meet with you and/or your daughter, speak with other students, speak with relevant members of staff, drop into lessons, look at books.

Within one week of raising the enquiry you should expect feedback on either the outcomes of any investigations/actions or progress so far.

In cases of significant issues, 4-6 weeks later, you will be contacted again to check on how things are. This may be by another member of staff on behalf of the person who originally dealt with your enquiry. You are of course able to get back in touch with us if concerns emerge again after this period.



Scenario Examples

What to expect from us when you raise a concern about an unexpected staff absence.

The School will seek to keep students informed of staff absences. Appropriate work will always be set, and lessons will be covered for Years 7-13. It is important to bear in mind that at the start of staff absence the School may only anticipate it lasting one or two days, which may progress to become one to two weeks and then at a later stage become long term. The School does not disclose the reasons for staff absence with staff or students at the School as this is personal information.

Cover will be provided during the initial period of absence through the School's usual arrangements by in house Cover Supervisors.

If the absence goes over two weeks, a subject specialist will be sought either via an agency or through appointment by the School. The School will ensure that appropriate induction is undertaken, and that temporary staff are aware of the expectations upon them. Curriculum Leader/subject staff will ensure that appropriate work is set, and schemes of learning are followed. The School's routine methods of monitoring Teaching and Learning will be employed including dropping into lessons, work sampling and student voice.

Where appropriate classes may be combined, or staffing may be re-allocated.

The School will write to parents informing them of the temporary arrangements in place and the best point of contact within School should there be a concern.

What to expect from us if you have a concern about your daughter's friendship difficulties.

The School will listen to your daughter to fully understand the difficulties that she is having and the impact that this is having on her enjoying school life. The School will discuss with your daughter potential courses of action that could be taken to support her and attempt to reach a consensus as to which are most agreeable and appropriate given the nature of the difficulty.



Some examples of actions taken to support other students include:

- Conducting mediation sessions between your daughter and another student(s);
- Requesting staff to change seating plans so that your daughter is separated from other student(s) within lessons;
- Supporting your daughter to develop friendships via enrichment activities in school; or
- Supporting your daughter to develop her social skills and interactions with her peers.

The School will then monitor the impact of any actions taken and seek feedback from your daughter. If difficulties still persist or there are no indications that the situation is beginning to improve, further discussions will commence in order to agree a different course of action.

Once the situation is improving, a communication channel will be agreed with your daughter for her to use if the situation begins to decline again.

What to expect from us if you have a concern about the quality of teaching and learning.

The school will seek to identify the specific nature and causes of the concern raised. This may involve actions such as speaking to your daughter, dropping into lessons and looking at books or folders as well as speaking to other members of staff. Depending upon the nature and the timing of the concern, it may take up to a timetable cycle (two weeks) to complete this investigation.

Where appropriate, members of staff will undertake additional training in any areas that require improvement. The situation will continue to be monitored through the School's routine methods of evaluating Teaching and Learning: dropping into lessons, work sampling and student voice.