



Carshalton High School for Girls

# CHSG

Community | Harmony | Success | Growth

A Specialist Humanities and Arts College

Community / Harmony / Success / Growth





# Welcome

## Welcome to our community

Carshalton High School for Girls is a high achieving, non-selective, all abilities academy with Arts and Humanities specialism. Success, excellence, respect and care are at the heart of everything we do and these principles are reflected in our core values of Community, Harmony, Success and Growth.

Our last Ofsted inspection in March 2014 judged us as 'Good' in all categories.

The school holds a number of nationally recognised awards including Artsmark Gold, Investor in People and Investor in Careers status.

**“Students achieve well and the progress of different groups of learners is improving rapidly.”**

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Linked to our core values our aims are to:

## Community

- Develop the potential of all members of our school
- Work closely in partnership with parents
- Establish strong links with the wider community

## Harmony

- Develop excellent relationships based on mutual respect and trust
- Ensure all members of our community learn and thrive together
- Insist on high standards of behaviour based on care, courtesy and consideration

## Success

- Provide a high quality personalised education
- Maximise achievement for all
- Promote high expectations and aspirations
- Reward and celebrate achievement

## Growth

- Prepare students to enter the world as independent, confident citizens
- Develop a life-long love of learning

This brochure aims to give you a flavour of the ethos and daily life of the school. Should you require further information please do not hesitate to contact us or visit our website.

**Vivien Jones**  
Headteacher

[www.chsg.org.uk](http://www.chsg.org.uk)





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## Joining our Community

### Choosing an all-girls school

We believe your daughter will thrive in our all-girls environment. Extensive research shows that girls learn and achieve better in single sex schools. The Good Schools Guide concludes:

“Girls are far more likely to thrive, get GCSEs and stay in education in a single sex school. Those at girls’ schools consistently make more progress than those in co-ed secondaries.”

### Easing the move from Primary School to Secondary School

Moving from primary to secondary school is a very exciting time but we understand it can be an anxious one too. We run an extensive programme in the summer term prior to students starting, to ensure they settle in as quickly as possible. Visits are made to primary schools to meet prospective students, their teachers and interviews with students and parents are organised with senior members of staff. A New Intake Evening and Induction Day are also held.

Shortly after starting students take part in a team-building day to help them get to know each other and older students are assigned as Student Mentors to give support.

**“My friends, classmates and teachers have helped me, without them I would never have settled in so well.”**

Year 7 student

**“The partnerships with the feeder primary schools are good. They have helped the transition of students into Year 7.”**

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### Working in Partnership

The success of students is highly dependent on a three way partnership of the school, student and parents working closely together. A Home-School Agreement is signed by all three parties when students enter the school outlining the expectations placed on each. Regular contact and communication is key and the school seeks to inform and involve parents at every opportunity.

### How to Apply

Girls are admitted in Years 7 to 11. Full details of our admissions policy and the application process can be found on our website.

**“I have enjoyed making new friends. The teachers are friendly and there are so many exciting new skills to learn. The canteen food is delicious.”**

Year 7 student

**“The partnership between parents and carers and the school is positive and has supported improvements.”**

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# A High Quality Learning Community

High quality teaching across the school is the norm, ensuring students make exceptional progress. We know our students learn best when there is challenge and where teaching is informed by clear objectives, shared with our students.

We expect that all our students will aspire to achieve beyond their potential and we seek to instil in them a 'can do' attitude. Maximising the achievement of every student is our aim through inspirational classroom learning, a personalised curriculum, outstanding support and intervention and a wide programme of extra-curricular activities.

Students are provided with opportunities to learn individually and collaboratively in all subjects. This wide range of activities ensures students are given the opportunity to achieve and develop skills to prepare them for lifelong learning, regardless of their starting point. Teaching is fully inclusive.

Student progress is carefully mapped from their starting points. Regular assessment is undertaken and teachers use this information to ensure that their lessons are fully accessible and challenging and to initiate intervention where needed. Parents have access on-line to track the progress of their daughter.

## Homework

Our Homework policy encourages further learning opportunities to enable students to develop independent learning skills.

**“Teachers are always there to help. They mark our books frequently and keep us on track. They help us improve our grades and get the best grades and education we can.”**

Year 9 student

**“The quality of teaching is good and continuing to improve with some examples of outstanding practice.”**

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## More Able and Gifted Student Programme

Students identified as More Able and Gifted are grouped in some subjects early in Year 7 and invited to take part in additional learning opportunities to develop higher order thinking skills.

## Additional Learning Support

We aim to meet the needs of all our students in every lesson. However, those students who have an identified learning need receive additional support from our highly effective Learning Support team.

## Curriculum

Our curriculum is planned to provide a coherent programme of study that meets the needs of every individual, as well as the demands of the National Curriculum and examination boards. There is a high degree of personalisation with 'Learning Pathways' meaning students follow courses most suited to their ability.

All students in Years 7 and 8 follow an enhanced model of the National Curriculum.

**“In many lessons observed, the rate of progress in learning was good and students' attitudes to learning very positive.”**

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### Key Stage 3 - Years 7 and 8

Students are initially placed into mixed tutor groups to settle them quickly and comfortably. From October half term, they are put into ability groups in Maths and shortly after ability groups for Science and Modern Foreign Languages. Students study French, German or Spanish.

### Choosing GCSE Options

In the summer term of Year 8, students choose their option subjects for Key Stage 4. Choices are closely guided and 8 subject choices are made at this point. In the first term of Year 9 students follow 'Taster' courses in their 8 option subjects. At the end of the first term, they make the final choice of 4 subjects which they then study to the end of Year 11.

### Years 9, 10 and 11

In Years 9, 10 and 11, students study all the required National Curriculum subjects and a range of optional courses. Our offer provides breadth and balance.

### Monitoring and Intervention

The progress of students is closely monitored. Where students are not making at least expected progress targeted intervention, support and individual programmes are put into place.

**“Students have good attitudes to learning; they work enthusiastically, respond readily in class and show a collective ambition to do their best.”**

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**“In Year 8 you learn new things every day. It's harder than Year 7 but that's a good thing because you can push yourself to the best of your ability. The teachers have faith in you and support you with the choices you make for the future.”**

Year 8 student

### Sixth Form

We offer a range of courses in our mixed Sixth Form, including Advanced Level and BTECs. There are Post 16 'Learning Pathways' to ensure subject and course choices are matched to the ability of students.

More detailed information about the Sixth Form, including courses available and entry requirements, can be found in the Sixth Form Brochure on the school website.

### Religious Education and Spiritual, Moral, Social and Cultural Development

All students study Religious Education at Key Stage 3, with the option of studying Philosophy and Ethics to GCSE. All students also undertake a GCSE in Citizenship, which incorporates elements of personal, social and health education.

Assemblies are held each week, and these along with the tutor time programme and aspects taught within the curriculum, ensure there is a focus on the spiritual, moral, social and cultural development of students. We value all faiths and cultures, celebrating the diverse nature of our community.



# A Caring Community

The care and guidance of students is a priority for our school. There are a wide range of support structures and policies to ensure the highest standards of support, care and guidance.

Our outstanding care and guidance team is comprised of a range of staff including senior staff, Year Leaders and form tutors. There is a Student Support Centre with non-teaching Pastoral Support Officers and an Attendance and Welfare Officer; these staff are always available to give support. In addition there is a Careers Advisor who supports students with GCSE and Post 16 choices.

**“The student-teacher relationships are outstanding and there’s always someone to turn to whenever you need help.”**

Year 12 student

Students see their form tutors daily, who are the first point of contact for students and parents. In tutor time students follow an extensive and varied programme to develop a variety of skills, such as study and leadership skills.

There is excellent provision for students with identified learning needs and those who have English as a second language.

**“Careers education and guidance and work experience have really helped me prepare for my future. I have learned transferable skills that I can use to help me get to university.”**

Year 11 student

We are totally committed to supporting the principles of Equal Opportunity and ensure we have outstanding provision in place for all.

**“The school’s work to keep students safe and secure is good. Students and their parents and carers confirm that students feel very safe in school.”**

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**Rewards and Sanctions**

At every opportunity we celebrate the achievements, good behaviour and excellent attendance of students. There is an on-line system of rewards called Vivos. Students can ‘cash in’ their rewards for prizes.

The school has a clear Behaviour for Learning Policy and expectations with regard to behaviour both in and outside of school are high, with clear consequences for poor behaviour. There is an emphasis on working together as a community and having respect for others and the environment.

**“Growth and obtaining your own personal aspirations are a massive part of Year 10. Even though Year 10 has been very busy and a challenge at times, it’s definitely the year I have felt most comfortable and really grown as a person.”**

Year 10 student

**“Students behave well in lessons and around the school. Their conduct, manners and punctuality are good. They are courteous to adults, welcoming to visitors and respectful of one another.”**

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**“The school has a welcoming atmosphere. It is fun and enjoyable and easy to learn.”**

Year 13 student



# A Vibrant Community

## Extra-Curricular Activities

We firmly believe that education does not just take place in the classroom. Providing opportunities beyond the classroom and curriculum is important for the holistic development of the individual. We therefore aim to provide as many extended learning activities as possible.

We start early with computer rooms and the Learning Resource Centre (LRC) open from 7.30am for homework. These facilities are also open during break, lunchtime and after school. There is a club with Teaching Assistants available to help students with homework.

Extra-curricular activities also run during the lunch break and/or after school. Each term the school publishes a programme of activities on the school website.

The school has been awarded Artsmark Gold by the Arts Council of England four times which demonstrates our commitment to the strength of the Arts in the school. We have an inclusive approach encouraging as many students as possible to participate in our annual Arts events.

**“The spiritual, moral, social and cultural needs of students are extremely well met through lessons, other activities and particularly the after-school programmes.”**

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**“I have enjoyed doing new subjects that I didn’t study in primary school. I also like the school trips such as to Kingston University.”**

Year 7 student

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### Developing student leadership

A vast range of opportunities are in place to enable students to develop leadership skills by taking on responsibility. The school runs a system known as 'The Edge' which enables students to record things they have done to demonstrate leadership and resilience. Over time students can earn Apprentice or Graduate Awards. The Edge is endorsed by a number of major businesses and organisations.

**"I feel that with my hard work and the great teaching in the school, I can excel in my studies."**

Year 12 student

**"Teachers talk to me about how to improve my work all the time."**

Year 9 student

### The House System

The school has a House system and on entry students are assigned to a tutor group and a house. There are four houses Holmes (Blue), Pankhurst (Red), Roddick (Green) and Rowling (Yellow).

Throughout the year House assemblies are held and a calendar of events organised.

**"Students have positive relationships with each other and adults. They value the responsibilities they are given to be ambassadors for the school."**

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# An Active Community

## Trips and visits

A wide range of residential and day trips are offered to students each academic year.

## Community Links

As part of our local, national and global community, the school has established a range of links with businesses, schools, charities and other organisations, including international links. Such links enable our students to broaden their knowledge, understanding and learning of their role as part of a community as well as enhancing their social and cultural development.

## Stakeholder Voice

The school is committed to gaining the views of all its stakeholders. Opinions on all aspects of school life are gathered on a regular basis through questionnaires, student and parent focus groups. We believe students should have a voice in their school and student leadership groups in each year provide a channel for their voice to be heard.

**“Students are keen to do well;  
they respect their teachers, enjoy their  
learning and appreciate the opportunities  
offered to them.”**

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**“The headteacher and governing body have encouraged improvements to teaching and students’ achievement. They have the ambition to take them to the highest levels.”**

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**“Students are given good quality advice about how to stay healthy and how they can be active citizens. Students feel well supported when they make decisions about the next stage in their education.”**

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