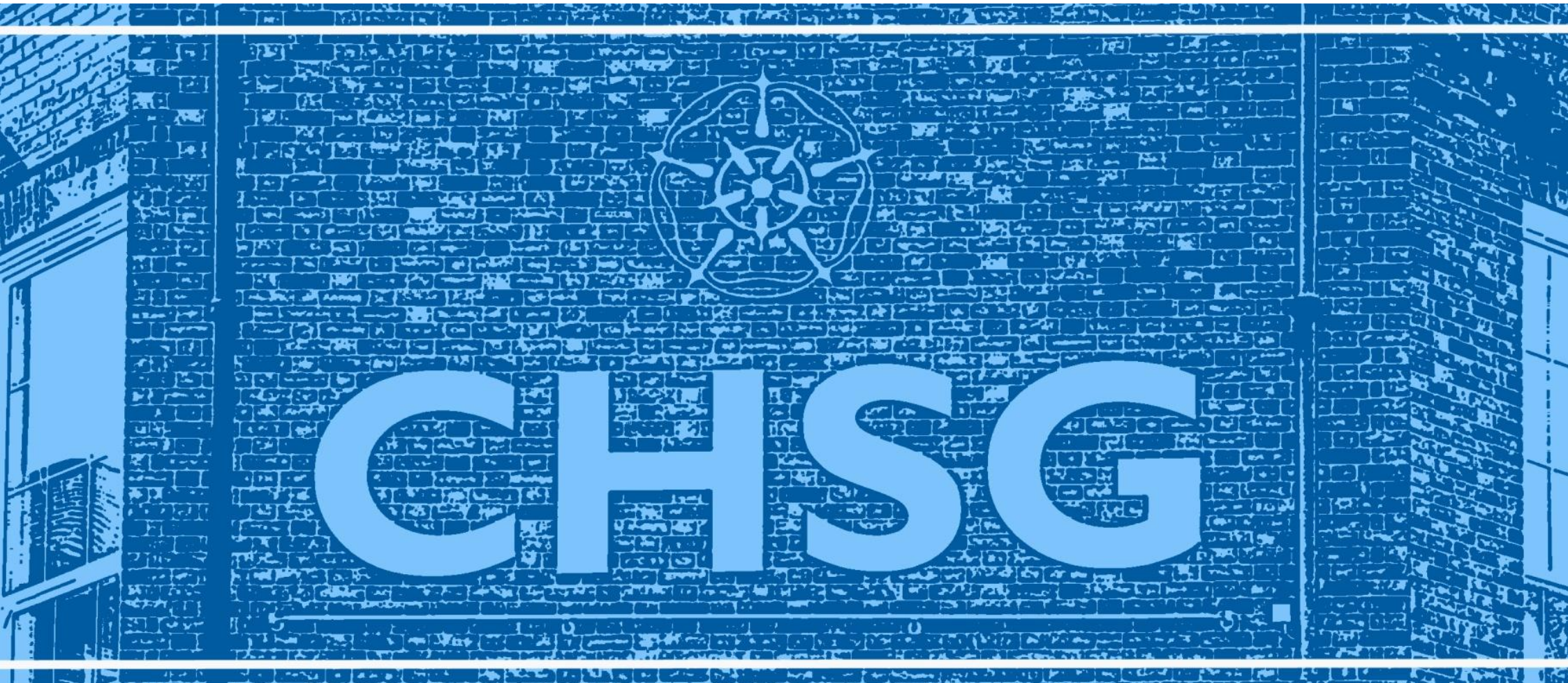


Carshalton High School for Girls

SELF EVALUATION SUMMARY



‘Need to knows’ about CHSG

Context	<ul style="list-style-type: none"> • An 8 form entry non-selective 11 to 19 academy with 1255 students on roll (October census 2016). • The school has an inclusive ethos based on its core beliefs of Community, Harmony, Success and Growth. • The selective nature of schools in the local area poses significant challenges and impacts on the school having a truly comprehensive intake. • Students come from a wide area; the Year 7 students in 2016 coming from 73 primary schools and overseas. • Attainment on entry is below the national average for all year groups, having often been significantly below, except for the current Year 7. • There are a higher than average percentage of students with Special Educational Needs, FSM entitlement and with EAL. Stability is below the national average and the deprivation factor higher. • 40.9% of students are from a White British ethnic background. Other key groups are; Asian 20.9%, Other White 9.4%, Mixed 11.9%, Black 10.9%. 33% of students are known or believed to have English as a second language and 13 students are Looked After (October 2016). • In 2014 the school was judged by Ofsted as Good in all categories and overall. • In recent years, outcomes for students have improved significantly, both in terms of attainment and progress. • Student and parental surveys and feedback are very positive; students are proud of their school and enjoy their learning. • The school previously secured a specialism of Humanities and Arts, has been awarded Artsmark Gold 4 times and holds the Investor in People and Investor in Careers Awards. • In the last 3 years the school has secured £6.6million to improve accommodation. • The school is a member of PiXL (Partnership in Excellence).
Overall Effectiveness	<p>CHSG is a good school with many aspects that are outstanding. The school has been on a journey of improvement, securing increasingly improved outcomes for students in recent years, with many performance indicators for both attainment and progress being outstanding and shown as Sig+ on RaiseOnline. 6th Form outcomes have also improved year on year and L3VA and ALPS show that students make better than expected progress than their peers nationally.</p> <p>The school has very strong leadership that has embedded ambition and high expectation. Leaders use robust self-evaluation processes to quickly identify areas of development and draw up plans to address them.</p> <p>There is the desire and determination to be an outstanding school; with the evidence of improvement achieved so far, the school is confident it has the capacity to secure its ambition in the future.</p>
Effectiveness of Leadership and Management	<p>The Leadership and Management of CHSG is outstanding because:</p> <ul style="list-style-type: none"> • There is a very strong Senior Leadership Team that has successfully established and embedded a culture of high aspiration and expectation with evidence of an unyielding determination and drive to improve attainment and progress for all groups of students. • As a result of rigorous on-going self evaluation governors and senior leaders know the school well and ensure weaker areas are held to account and supported to improve. • Outcomes have significantly improved with below national average or significantly below average cohorts on entry consistently

	<p>achieving above national average outcomes in a range of performance indicators.</p> <ul style="list-style-type: none"> • Middle leaders secure high quality provision within their own areas which has resulted in excellent outcomes for students. • The school has a robust system of Performance Development that holds both teaching and support staff to account for their performance and supports continuing professional and personal development. • Student progress is monitored regularly and robustly to ensure underachieving students are quickly identified and intervention put into place. • Care, guidance and support systems are outstanding to address the range of issues for the above average number of students identified as vulnerable. • The curriculum offered is broad and balanced, promotes an enjoyment for learning and supports high aspiration and high achievement. • Safeguarding is outstanding with policy and practice in place that is robust and consistent. • Budget planning and monitoring is robust and forensic in order to fully address the challenges of a reducing budget.
Quality of Teaching, Learning and Assessment	<p>Learning Teaching and Assessment are Good with aspects of outstanding practice:</p> <ul style="list-style-type: none"> • Lesson observations are extremely positive with the vast majority judged against standards as established or enhanced. Lesson observations are undertaken as part of the Performance Development cycle by SLT reviewers and at other times during the year by middle leaders and a dedicated lesson observation team made up of Senior Leaders and Lead Practitioners. • Termly work scrutiny shows increasingly outstanding practice linked to marking and feedback with 50% of staff being judged as outstanding in the December 2016 work scrutiny round. • A high proportion of lessons are taught by subject specialists who impart knowledge creatively and successfully. Teachers inspire and motivate students to secure student progress. • CPD supports the key priorities of the school and is used effectively to enhance professional classroom practice. • Whole school Literacy and Numeracy policies are in place and are used regularly. • Teachers have high and consistent expectations. • The progress of students is monitored and tracked effectively at all levels. • There is a highly effective programme of intervention across the school to support underachieving students or to enable students to catch up. • Robust Performance Development policies are in place to monitor staff performance against standards and linked to pay progression.
Personal Development, Behaviour and Welfare	<p>CHSG has a higher than average percentage of students who are disadvantaged and who have significant social and emotional needs. In this context, this is a key area of strength at CHSG because:</p> <ul style="list-style-type: none"> • Students and parents overwhelmingly feel the school is a safe environment. • Safeguarding policy and practice is outstanding with all staff receiving regular safeguarding training which supports the school environment to be safe and helps the most vulnerable students remain safe outside of school. • The school employs a range of staff to support students who may demonstrate significant barriers to learning and they are highly effective in the work they do. • School behaviour systems are clear and robust which ensures a calm, purposeful atmosphere is maintained across the school. • Relationships across the school are extremely positive with the vast majority of students consistently demonstrating a positive,

	<p>considerate and respectful attitude.</p> <ul style="list-style-type: none"> • Provision for social, moral, spiritual and cultural education, including British Values is very strong and embedded across the curriculum. • The school holds the Investor in Careers award demonstrating excellent provision to support students' preparation for their future. • Attendance has improved significantly; it is currently at national average and continuing to improve, with the number of students late to school also improving.
Pupil Outcomes	<p>Outcomes for students are good overall because:</p> <ul style="list-style-type: none"> • Outcomes for students have improved year on year with many performance indicators showing that the majority of students make expected progress, with many making better than expected progress. • Progress measures have consistently shown outstanding outcomes, overall value added for example has been above 1000 for several years, with many key groups above or significantly above the national average compared to their peers. • On the new measure of Progress 8 in 2016, the figure for first entry was +0.12 and when best entry is included +0.18 (+0.22 when students with no prior attainment are added in). • Attainment measures have shown key groups to be above national average compared to peers nationally. • The school has a robust and highly effective intervention programme.
Effectiveness of 16-19 Study programmes	<p>The effectiveness of the 16 to 19 study programmes is outstanding. The evidence to support this is:</p> <ul style="list-style-type: none"> • Sixth Form achievement is outstanding with well over half the grades (55% in 2016) at A* to B even though the cohort is largely below national average on intake. There has been year on year improvement in this key indicator in recent years. • Over one quarter of all grades in 2016 (27%) were A*/A. • Progress is outstanding with an ALPs score of 3 in 2016, BTEC ALPS score of 3 and a L3VA score of +0.17. • There is a broad curriculum on offer with a full range of subjects, including a strong vocational offer. • There is high aspiration demonstrated by the vast majority of Year 13 going on to university with many students being first generation university applicants in their families. • Re-take outcomes in English and Maths are above the national average.
Progress since the last Ofsted Inspection	<ul style="list-style-type: none"> • The school was inspected in 2014. Since the last inspection achievement has continued to improve. The RaiseOnline documents since the inspection have shown outstanding outcomes in a number of key attainment and progress indicators over time, with many indicators being Sig+. • The key action points from the last inspection have been addressed with regular work scrutiny and observation evidencing that marking and feedback is more consistent and is having a greater impact on student progress. The role of middle leaders has been reviewed and evidence demonstrates that they are regularly monitoring key aspects of the work of their staff. • In 2016 we were delighted to achieve our best ever results at both A Level and GCSE. Whilst we recognise that there are key aspects to address arising from the data, we are very aware of what they are and measures have been put in to place to secure further improvement.

CHSG 2016 GCSE Results

	2014	2015	2016	Nat 2016
% 5+ A* - C	73	67	69	66
% 5+ A* - C including English & Maths	58	61 (59**)	63	58
% C+ Maths and English	n/a	n/a	64	n/a
% 5+ A* - B	44	43	48	n/a
% EBACC	16	23	28	24
% 5+ A* - G	98	96	96	91
% 5+ A* - G including English & Maths	96	92	94	n/a
% 1+ Entry Level	100	100	100	n/a
Total Average Point Score	398.7	391.4	420.7	366.6
Capped Average Point Score	332.9	326.3	334.3	308.6
% of students making expected progress in English +3	89	85	86	69
% of students making expected progress in Maths +3	66	66	63	66
% of students making better than expected progress in English	52	54	57	30*
% of students making better than expected progress in Maths	31	29	31	30*
Attain 8 Score		5.03	5.22	
Attain 8 Grade		C	C+	
P8 Score*		0.19	(+0.22)	

* P8 Score for 2016 includes best entry and students with no prior KS2 data

Figures highlighted in green indicate that CHSG's performance is above the national result.

CHSG 2016 GCSE Results Groups

Raise Group	5 A* to C 2015	5 A* to C 2016	5 A* to C E/M 2015	5 A* to C E/M 2016		APS 2015	APS 2016	
HIGH Ability	100%	100%	100%	96%	90%	488.4	512.4	480.3
MID Ability	72%	71%	64%	63%	50%	404.6	416.9	351.4
LOW Ability	16%	21%	4%	18%	6%	247.6	262.6	201.4

Pupil Premium	5 A* to C 2015	5 A* to C 2016	5 A* to C E/M 2015	5 A* to C E/M 2016		APS 2015	APS 2016	
Pupil Premium	56%	49%	48%	42%	36%	353.0	351.1	295.1
Non Pupil Premium	74%	79%	67%	74%	63%	413.4	456.2	391.8

2016 16-19 Exam Results

Historical Overview

	2014	2015	2016	Nat 2016
A2 - number of students	78	92	72	
A2 - % of grades at A* to B	41	44	51	52.9
A2 - % of grades at A* to E	94	99	99.5	98.1
Average Grade (Perf Tables)	C	C	C	
A Level VA (Perf Tables)	-0.15	0.01	0.17	
A2 - ALPS Score	6	4	3	
BTEC - number of students			39	
BTEC - % of grades at D*/ D	61.0	73.8	97.7	
Average Grade (Perf Tables)	Merit	Dist	Dist*	
Vocational VA (L3VA)	0.06	0.45	0.58	
BTEC - ALPS Score	6	2	3	
AS - number of students	162	171	130	
AS - % of grades at A to B	30	36	32	41.9
AS - % of grades at A to E	84	89	86	90.1
AS - ALPS Score	5	4	5	

In the table above the AS results and Alps scores refer to the AS results achieved in that summer, primarily by students who were then at the end of Year 12.

16-19 Inspection Dashboard Additional Report - 2016

English and Mathematics progress by Key Stage 4 prior attainment

English and mathematics progress is shown for all learners at the end of 16-18 study who did not achieve A*-C in GCSE or equivalent English and mathematics qualifications by the end of key stage 4. For each learner, the highest 16-18 point score is shown; progress is the difference between this and their KS4 points (or points on entry). Negative progress for any learner is capped at -1. The average progress (Avg) is shown for all learners with each starting point, alongside the national figure (Nat) and the difference (Diff) 'Avg - Nat'. Shading shows particularly high and low progress in relation to national average progress from the same starting point. A difference of 0.5 represents half a grade more progress than learners nationally with the same starting point. Note that for most starting points, the national average progress is negative. National figures for all learners are shown, as published by the DfE.

$\frac{1}{3}$ of a grade or more below national $\frac{1}{4}$ of a grade up to $\frac{1}{3}$ of a grade below national $\frac{1}{2}$ of a grade up to $\frac{3}{4}$ of a grade above national $\frac{3}{4}$ of a grade or more above national

English all learners

English all learners					number of 16 to 18 learners by 2015/16														B-A*		progress			not entered	
					GCSE				G				F			E	D	C			Total	Avg	Nat	Diff	%
					GCSE	Func. skills	ESOL		Points	GCSE															
Key stage 4					No entry																				
					No entry	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	Fail	Fail	Fail		0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
		Entry	Entry		0.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	G				0.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
					1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
				L1 P	1.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	F				1.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
				2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
		L1	L1 D/M	2.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
	E			3	0	1	0	0	0	0	0	0	0	0	0	0	1	2	1.000	-0.149	1.149	0%	21%		
	D	L2	all L2	4	0	0	0	0	0	0	0	0	0	0	2	3	0	5	0.600	-0.085	0.685	0%	17%		
				Total	0	1	0	0	0	0	0	0	0	0	2	3	1	7	0.714	-0.094	0.808	0%	21%		

Mathematics all learners

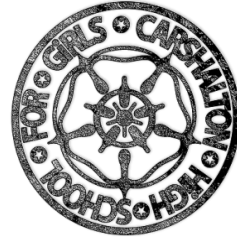
Mathematics all learners					number of 16 to 18 learners by 2015/16														B-A*		progress			not entered	
					GCSE					G				F			E	D			C	Total	Avg	Nat	Diff
Key stage 4	GCSE	Func. skills	Free standing maths	AQA use of maths	Points	GCSE No entry	0	0.4	0.8	1	1.5	1.7	2	2.5	3	4	5	6-8							
					No entry	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Fail	Fail	Fail	Fail	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Entry	Entry		0.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			L1 (E)		0.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	G			G	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
					1.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
			L1 (D)		1.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
F			F	2	0	0	0	0	0	0	0	0	0	2	0	0	0	2	1.000	-0.120	1.120	0%	24%		
	L1	L1 (A-C)	D/E	2.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
E				3	2	0	0	0	1	0	0	0	0	0	1	2	0	0	6	-0.167	-0.241	0.074	33%	22%	
D	L2	all L2	A*/A/B/C	4	2	0	0	0	0	0	0	0	0	0	0	1	6	0	9	0.444	-0.117	0.561	22%	16%	
				Total	4	0	0	0	1	0	0	0	0	0	3	3	6	0	17	0.294	-0.107	0.401	24%	21%	

Current Contextual Information

	Female	Male	Total	Ave GCSE Score	PP %	SEN %	EAL %
Year 12	102	1	103	44	19 (18%)	9 (9%)	30 (29%)
Year 13	74	3	77	44.29	0	7 (9%)	22 (29%)
Total	176	4	180	44.12	19 (11%)	16 (9%)	52 (29%)

ALPs Banding based on prior attainment

ALPs Band	A2		AS		BTEC Sub Dip	
	CHSG %	National %	CHSG %	National %	CHSG %	National %
6.4+	35.4	47.2	26.7	37.5	26.7	9.9
5.5 to 6.4	45.7	35.3	40.3	35.5	53.3	45.6
<5.5	18.9	17.4	33.0	27	20.0	44.4



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