

Carshalton High School for Girls
SELF EVALUATION FORM

The background of the lower half of the page is a blue-toned illustration of a brick wall. In the center of the wall is a circular emblem with a star-like pattern inside. Below the emblem, the letters 'CHISG' are written in a large, bold, sans-serif font.

CHISG

'Need to knows' about CHSG

Context	<ul style="list-style-type: none"> • An 8 form entry non-selective 11 to 19 academy with 1280 students on roll (September roll 2017). • 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 2017 coming from 59 primary schools. • Attainment on entry is below the national average for all year groups, having often been significantly below, except for the current Years 7 and 8. • 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 (Census 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, has been an Investor in People and currently holds the 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 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 consistently good, often above national average and in some cases outstanding. 6th Form outcomes have also improved significantly and are consistently very strong. Progress in the 6th Form has consistently been at least good.</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 at least good 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 that has led to the improvement of attainment and progress for all groups of students over time. • 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.

	<ul style="list-style-type: none"> • Outcomes have significantly improved with below national average or significantly below average cohorts on entry consistently achieving above national average outcomes in a range of performance indicators. • Middle leaders secure high quality provision within their own areas which has resulted in good 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 highly effective 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.
<p>Quality of Teaching, Learning and Assessment</p>	<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 consistently good practice linked to marking and feedback with an increasing number of staff being judged as outstanding. • Teachers 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.
<p>Personal Development, Behaviour and Welfare</p>	<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, finishing 2017 above national average. The number of students late to school is decreasing.
Pupil Outcomes	<p>Outcomes for students are good overall because:</p> <ul style="list-style-type: none"> • Outcomes for students over time have improved significantly 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 very strong outcomes, value added was well above 1000 for several years up to 2016 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 was included +0.18 (+0.22 when students with no prior attainment were added in). We have received an initial P8 figure for 2017 of -0.07 but are confident this will rise further as checking shows the incorrect inclusion of at least one student and re-marks to be added. • 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. • On the new measures a number of indicators are strong and outcomes very good when compared with FFT target data.
Effectiveness of 16-19 Study programmes	<p>The 16 to 19 programme is highly effective. The evidence to support this is:</p> <ul style="list-style-type: none"> • Sixth Form achievement is extremely strong with consistently just over or under 50% of grades being A* to B, even though the cohort is largely below national average on intake. • Consistently over 20% of grades are at A*/A. 27% in 2016 and 21% in 2017. • Progress is consistently strong with an ALPs score of 3 in 2016, BTEC ALPS score of 3 and a L3VA score of +0.17. In 2017 the ALPS score is '4' and BTEC ALPS a '2'. We await the 2017 L3VA. • There is a broad curriculum on offer with a full range of subjects, including a 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 have been 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 there has been significant evidence of improvement in a range of indicators. • 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. • Performance over time has been strong in many key indicators. • We are aware of our key areas for development and measures have and continue to be put in to place to secure further improvement.

CHSG 2017 GCSE Results

	4+	5+	2017	Nat 2017
English Language	70%	47%		
English Literature	71%	48%		
Best English	79%	59%		
Math	65%	36%		
English & Maths	60%	30%		
5+ A*-C (or their equivalents) in all subjects			71%	
5+ A*-C (or their equivalents) in all subjects inc En&Ma	58%	30%		
Attain 8 Score			44.4	
Progress 8 Score			-0.07	

Grade A*-G	Grade 9-1	Points
	9	9
A*		8.5
	8	8
A	7	7
	6	6
B		5.5
	5	5
C	4	4
D	3	3
E	2	2
F		1.5
G	1	1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/583857/Progress_8_school_performance_measure_Jan_17.pdf

Year 11 (2016/2017) Actual Results

Whole Cohort

Pupils

195 Pupils 0 Boys 195 Girls

Baccalaureate

80

80 Pupils Entered - 41.03%

23.08%
Standard Pass
45/195

18.46%
Strong Pass
36/195

Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
Entries	194	195	162	166	91
	99%	100%	83%	85%	47%
Standard	154	126	79	103	65
	79%	65%	41%	53%	33%
Strong	114	71	-	-	-
	58%	36%	-	-	-

Baccalaureate APS

3.52 4.91 5.64 5.84

All Entered Standard Strong

English

Entries 9 to 7 9 to 5 9 to 4
194 24 114 154

Pupils 99.49% 12.31% 58.46% 78.97%

Entries - 12.37% 58.76% 79.38%

Maths

Entries 9 to 7 9 to 5 9 to 4
195 21 71 126

Pupils 100.00% 10.77% 36.41% 64.62%

Entries - 10.77% 36.41% 64.62%

Science

	Pupils	Entries
1 Science	194	99.49%
A* to C:	110	56.41%
2 Sciences	162	83.08%
A* to C:	79	40.51%
3 Sciences	49	25.13%
A* to C:	30	15.38%
Bio/Chem/Phys	49	25.13%
A* to C:	30	15.38%

MFL

	Pupils	Entries
1 MFL Entry	91	46.67%
A* to C:	65	33.33%
2 MFL Entries	5	2.56%
A* to C:	5	2.56%

English & Maths Threshold

Both Subjects	35%	28%
<5	69	55
<4	32	37
16%	19%	5+

Maths Only	5%	60%
4+	9	117
5+	12	59
6%	30%	5+

194 Pupils Entered - 99.49%

Entries

9 to 8 - inc A*'s (4.68%)

99

9 to 7 - inc A*-A (13.51%)

286

9 to 5 - inc A*-B (36.61%)

775

9 to 5 - inc A*-C (56.16%)

1189

9 to 4 - inc A*-C (62.97%)

1333

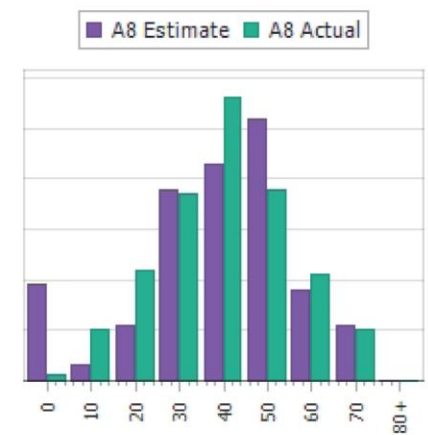
Total

2117.00

Average

10.86

Progress 8



	A8	P8
English	9.5	-0.21
Maths	8.37	-0.48
EBac	11.17	-0.66
Other	15.4	+0.11

Overall 44.44 -0.3

Entries 176 90.26%

Performance

	Pupils	Percent
5 A* to C	138	70.77%
Inc EnMa (4+):	113	57.95%
Inc EnMa (5+):	59	30.26%
5 Grade 5+	73	37.44%
Inc EnMa:	54	27.69%

CHSG 2017 GCSE Results Groups

Raise Group	5 A* to C 2016	5 A* to C 2017	5 A* to C E/M 2016	5 A* to C E/M* 2017	P8 2017
HIGH Ability	100%	98%	96%	98%	-0.42
MID Ability	71%	72%	63%	61%	0.11
LOW Ability	21%	55%	18%	35%	0.26

Pupil Premium	5 A* to C 2016	5 A* to C 2017	5 A* to C E/M 2016	5 A* to C E/M* 2017	P8
Pupil Premium	49%	69	42%	53%	-0.27
Non Pupil Premium	79%	71%	74%	60%	

* Grade 4 = Grade C

CHSG 2016 GCSE Results (for reference)

	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.

2016 16-19 Exam Results

Historical Overview

	2015	2016	2017	Nat 2017
A2 - number of students	92	72	82	
A2 - % of grades at A* to B	44	51	43	
A2 - % of grades at A* to E	99	99.5	98	
Average Grade (Perf Tables)	C	C		
A Level VA (Perf Tables)	0.01	0.17		
A2 - ALPS Score	4	3	4	
BTEC - number of students	19	39	30	
BTEC - % of grades at D*/ D	73.8	97.7	91	
Average Grade (Perf Tables)	Dist	Dist*		
Vocational VA (L3VA)	0.45	0.58		
BTEC - ALPS Score	2	3	2	
AS - number of students	171	130	111	
AS - % of grades at A to B	36	32	32	
AS - % of grades at A to E	89	86	80	
AS - ALPS Score	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.

Current Contextual Information

	Female	Male	Total	Ave GCSE Score	Bursary %	SEN %	EAL %
Year 12	97	1	98	44.08	28	0	37
Year 13	77	3	80	44.34	26	4	39
Total	174	4	178	44.19	27	2	38

ALPs Banding based on prior attainment

ALPs Band	A2		BTEC Sub Dip	
	CHSG %	National %	CHSG %	National %
6.4+	28.8	43.3	23.1	2.0
5.5 to 6.4	48.5	36.6	61.5	16.7
<5.5	22.7	20.2	15.4	81.2

'Outstanding' grade descriptor from the Ofsted Handbook	CHSG	Statistical Evidence/Narrative	Quotations from External Reviews	Links to evidence
Effectiveness of Leadership and Management				
<p>Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p> <p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p>		<p>The school secured year on year improvement in examination results at both GCSE and A Level over a 5 period up to 2016. Outcomes in 2017 are good with attainment at both Maths and English being above the national average at 4+ according to JCQ published figures. The initial P8 figure received on 26.9.17 is -0.07 but we are certain this will further improve as one student has been incorrectly calculated in the figures and the improved results from re-takes have not been included.</p> <p>Leaders at all levels have embedded a culture where high achievement for students has become the norm:</p> <ul style="list-style-type: none"> • See Section on Student Outcomes • See Section on 16 to 19 programme of study <p>The school's vision demonstrates its commitment to excellence and to ensuring 'staff and students learn and thrive together'. Evidence shows that relationships between staff and students are strong.</p> <p>Parental feedback gathered annually consistently highlights that the school is well led and managed. In 2016 96% of parents surveyed agreed or strongly agreed that the school is well led and managed.</p> <p>In assessing the school for Investor in People status in 2014 the assessor felt that the school has a focus on securing improvement</p>	<p>"The Headteacher and the governing body have encouraged improvements to teaching and students' achievement. They have the ambition to take them to the highest levels"</p> <p>"The Headteacher and the governing body have a clear vision for the improvement of the school"</p> <p>Ofsted 2014</p> <p>"People at all levels demonstrate loyalty and passion, and there is a shared commitment to providing students with the best possible opportunities. What the IIP Specialist admires most is that people at all levels demonstrate a level of honesty that enables achievements to be recognised and celebrated, while ensuring performance improvement remains a focus."</p> <p>IIP Assessment 2014</p>	<p>Ofsted Report 2014</p> <p>Stakeholder voice booklet 2015/16</p> <p>Investors in People assessment 2014</p> <p>School Brochure</p>

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<p>The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and Mathematics.</p>		<p>The progress of disadvantaged students has over time been good with RaiseOnline showing attainment and progress indicators for our students to be above the national average for PP students.</p> <p>The early data we have for 2017 shows that the in-house gap between PP and Non-PP students has closed with 50% of disadvantaged students gaining 4+ in English and Maths compared to 62% of non-disadvantaged. The gap in 5+ inc. Eng & Maths in 2016 was 34%.</p> <p>The initial P8 figure received 26.9.17 is -0.27, an improvement from last year's figure of -0.31.</p> <p>There is evidence of a positive impact from the significant work undertaken across the school linked to achievement as outlined in the PP Strategy document. Leaders at all levels are aware of the need to close the gap between PP and Non PP students. This is a key focus across the school.</p> <p>There is further evidence that work is having a positive impact; attendance and punctuality of disadvantaged students has improved. and parents' evening attendance has improved significantly, For 2016/17 the attendance of PP students' parents was almost at the same level as non-PP, with all year groups being around 90% overall attendance.</p>	<p>"The school is resolved to involve everyone in their learning. It offers equal opportunities for all and is committed to ensure that no student group is discriminated against."</p> <p>Ofsted 2014</p>	<p>PP Strategic Plan</p> <p>School Improvement Plan</p> <p>Key priorities 2016 to 2017</p> <p>Parents' Evening statistics</p>
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<p>Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.</p>		<p>There is evidence through governing body minutes that governors regularly and robustly challenge senior leaders and staff on a full range of issues.</p> <p>Governors share the vision of the SLT for the improvement of the school.</p> <p>Governors play an active role in the life of the school. The Chair of Governors meets weekly with the Headteacher. There are regular 'Governors Weeks' calendared each academic year and all governors have at least one link responsibility to key areas of the school.</p>	<p>"The headteacher and the governing body have a clear vision for the improvement of the school."</p> <p>"Governors have a very good understanding of the quality of teaching in the school and of the school's analysis of students' progress. This enables them to hold senior leaders to account by asking challenging questions. Governors are fully aware of how the performance of teachers is managed, including the use of the Teachers' Standards, and support the headteacher effectively in improving the quality of teaching. The governing body ensures the efficient management of financial and other resources, and supports the headteacher well in determining priorities within financial constraints. They check carefully the use of additional funding received and monitor the impact on the achievement of those students supported through it. The governing body fulfils all of its statutory requirements, including those relating to safeguarding and child protection."</p> <p>Ofsted 2014</p>	<p>Governors minutes</p>
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<p>Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</p>		<p>The school undertakes regular and on-going stakeholder voice exercises.</p> <p>Examples include:</p> <ul style="list-style-type: none"> Parents' Evening surveys (based on Ofsted survey questions and specific year group related questionnaires) New Year 7 survey Staff Well-Being surveys Subject-led surveys Student surveys Student focus groups <p>The feedback from parental surveys is overwhelmingly positive (see stakeholder voice booklet 2015/16). Where issues have been raised these are followed up and made key priorities.</p> <p>Staff surveys are positive with the vast majority of staff feeling well supported and stating they are happy.</p>	<p>"It is always a pleasure to visit Carshalton High School for Girls and as was the case in 2011, what the IIP Specialist admires most is that people at all levels demonstrate a level of honesty that enables achievements to be recognised and celebrated, while ensuring performance improvement remains a focus."</p> <p>"The annual Wellbeing Survey appears to be an effective tool for monitoring and understanding people's view of how they are managed and developed, and interviewees confirmed that once collated the results of the survey are communicated to staff, along with information about what actions will be taken by Senior Leaders and Middle Leaders."</p> <p>IIP Assessment 2014</p>	<p>Stakeholder voice booklet 2015/16</p> <p>Student surveys</p> <p>Staff Survey 2016</p> <p>Ofsted report 2014</p> <p>IIP Report 2014</p>
<p>Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.</p>		<p>Robust Performance Management policies are in place. Each year teaching staff (and from 2016/17 support staff) complete an evidence tracker to demonstrate how they are meeting standards.</p> <p>In 2016 98% of staff eligible for pay progression were assessed and approved by governors.</p>	<p>"The Headteacher and senior leaders have been successful in raising standards of teaching ensuring that the quality of teaching and students' achievement are closely aligned with teachers' salaries"</p> <p>Ofsted 2014</p>	<p>Performance Development Policies and Evidence Trackers</p> <p>Pay Policy</p> <p>Performance Development Progression spreadsheet</p> <p>Pay Committee recommendations 2015/2016</p>

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<p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p>		<p>The CPD programme reflects a balance of whole-school priorities and individual needs. Performance Development policies for both teaching and support staff have an emphasis on personal and professional development, encouraging staff to be very involved in the setting of objectives.</p> <p>All lesson observations for teaching staff incorporate areas for development.</p>	<p>“CPD is driven by whole-school, departmental and individual improvement priorities and monitoring and evaluation activities ensure that the impact on performance is reviewed and understood.”</p> <p>IIP Assessment 2014</p>	<p>Performance Development policies</p> <p>Teaching staff and Support Staff CPD programmes</p>
<p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>		<p>The curriculum at all key stages is broad and balanced and aspirational whilst taking account of the needs of students and the external demands on schools.</p> <p>All students at KS3 (Years 7 and 8) study the full range of subjects in preparation for KS4. Initial choices are made for study at GCSE from a wide range of subjects and students then have a unique opportunity to do ‘taster’ courses to ensure they make the correct choices.</p> <p>Students are placed on pathways according to prior attainment to ensure challenge and expectation.</p>	<p>“There is a good balance of academic and vocational courses offered at GCSE. The range of after-school activities focuses mainly on the extension of students’ learning. These are popular with the students and are well attended.”</p> <p>Ofsted 2014</p>	<p>Curriculum Policy</p> <p>Ofsted Report 2014</p>
<p>Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.</p>		<p>The whole school SMSC Audit Map demonstrates excellent provision across the school. The key aspects are regularly promoted through the curriculum, tutor time programme and assemblies. The school also has specialist Citizenship staff and a dedicated department with the Curriculum Leader responsible for Citizenship and PSHE across the school.</p> <p>British Values are well embedded into these programmes as well as being highlighted specifically with:</p> <ul style="list-style-type: none"> A dedicated school logo Action plan Display Website statement Weekly current affairs quiz 	<p>“The spiritual, moral, social and cultural needs of students are extremely well met through lessons, other activities and particularly the after-school programmes.”</p> <p>Ofsted 2014</p>	<p>Ofsted report 2014</p> <p>British Values Action Plan</p> <p>SMSC Audit Map</p>

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<p>Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p>		<p>The school is proud of its diverse nature, reflected in both its staff and among students. There is an equal opportunity whole school policy upon which our philosophy is based and other cultures are celebrated widely through the curriculum and other activities which include:</p> <p>Black History Month activities Annual Holocaust Survivor visits Language Champions who work with EAL students Annual diversity day PP Strategic Plan</p>	<p>“The school is resolved to involve everyone in their learning. It offers equal opportunities for all and is committed to ensure that no student group is discriminated against.”</p> <p>Ofsted 2014</p>	<p>Whole School Equal Opportunities Policy Ofsted report 2014 SMSC Audit Map PP Strategic Plan</p>
<p>Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.</p>		<p>Safeguarding policy and practice is highly effective. The school’s dedicated lead for safeguarding ensures regular training and updates are disseminated to governors and staff based on KCSIE, and also leads a number of other pastoral staff who have CP accreditation. Information regarding safeguarding is explicitly outlined in the whole school Safeguarding policies, in the weekly staff bulletin, on the school website and on the school’s shared ICT area. Every member of staff is issued with a personalised booklet and there are regular updates and CPD via staff meetings.</p> <p>All staff who interview to recruit staff have undertaken the Safer Recruitment Training.</p>	<p>“There is a robust ‘safeguarding culture’ in the school, with the whole school community working together to ensure that safeguarding and child protection is recognised as integral to every element of the life of the school. The ‘golden thread’ of safeguarding is maintained throughout all documentation and evidence of policies and practices.”</p> <p>London Borough of Sutton Safeguarding Review (June 2017)</p>	<p>Whole school Safeguarding policies Staff Safeguarding Booklet Safeguarding Self Evaluation document FGB minutes Website statement</p>
<p>Leaders’ work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competency to challenge pupils’ views and encourage debate.</p>		<p>All staff have undertaken Channel Awareness training and specific staff have attended Prevent training led by the local authority lead on e- safety.</p> <p>There is engagement with students and staff after tragic events as the result of extremism and terrorism. Information and discussion is also generated through assemblies, the tutor time programme and lessons.</p>		<p>Tutor time programme</p>

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<p>Impact of interventions in 2016/17:</p>	<ul style="list-style-type: none"> • Evidence of continued good achievement secured in 2017 in key areas • Aspects of PP performance significantly improved including attainment, attendance, punctuality, exclusions and the attendance of parents at parents' evenings • Performance Development successfully implemented for Support Staff • School recognised by LA as having highly effective safeguarding policy and practice • Scholarship programme successfully implemented (9 students undertaking programme from September 2017)
<p>Areas for Development in 2017/18:</p>	<ul style="list-style-type: none"> • Support middle leaders to address major changes in grading system at GCSE • Secure improvement at higher grades (5+ and 7+) and the performance of the more able at GCSE • Monitor closely and support subjects where there was evidence of underperformance in 2017 both at GCSE and A Level • Secure a balanced budget through careful budget planning and monitoring, continuing to make efficiency savings where possible • Continue to explore Multi-Academy Trust status

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'Outstanding' grade descriptor from the Ofsted Handbook	CHSG	Statistical Evidence/Narrative	Quotations from External Reviews	Links to evidence								
Quality of Teaching, Learning and Assessment												
<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p>		<p>A high proportion of lessons taught by subject specialists who impart knowledge creatively and successfully. 100% English and Maths lessons taught by specialists. Subject knowledge at KS5 is consistently identified as a particular strength across subjects.</p> <p>All subject areas are observed by a dedicated team of specialist lesson observers. These observations focus on an agreed aspect of practice and generate a report and suggested actions to secure improvements.</p> <p>During an observation each teacher standard is assessed as either Enhanced (1) Established (2) or Requires Improvement (3). An average is then taken across all observations for each standard which are shown in the tables below.</p> <p><i>Average judgements for Teachers' Standard 3 2016-17 (2015-16 in brackets)</i></p> <table border="1" data-bbox="645 887 925 1066"> <tbody> <tr> <td>All</td> <td>1.3 (1.5)</td> </tr> <tr> <td>KS3</td> <td>1.3 (1.5)</td> </tr> <tr> <td>KS4</td> <td>1.3 (1.5)</td> </tr> <tr> <td>KS5</td> <td>1.1 (1.2)</td> </tr> </tbody> </table>	All	1.3 (1.5)	KS3	1.3 (1.5)	KS4	1.3 (1.5)	KS5	1.1 (1.2)	<p>"Teachers' subject knowledge is generally strong."</p> <p>"For example, In a highly successful geography lesson, no time was wasted because the teacher had planned the materials very carefully based on her thorough assessment of students' competency in key skills. The teacher was able to question her students at pace because she knew her students' level of understanding very well and was able to intervene skilfully when they needed further explanation or challenge."</p> <p>"In the best sixth form teaching, expectations are high and the questioning of students helps develop their understanding. Consequently, most students make at least good progress."</p> <p>Ofsted 2014</p>	<p>Ofsted Report 2014 Lesson Observation Data</p>
All	1.3 (1.5)											
KS3	1.3 (1.5)											
KS4	1.3 (1.5)											
KS5	1.1 (1.2)											

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<p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p>		<p>Astute and imaginative planning that takes account of prior attainment. Whole school agendas such as Girl-Friendly Pedagogy and assessment practice feature in key Teaching and Learning documents such as the lesson plan and lesson observation forms.</p> <p>Baseline testing and subsequent regular targeted assessment practice is well established across Key Stage 3</p> <p>Key groups including MAGT and PP students identified in class lists and provided with alternative and extension work in lessons</p> <p><i>Average judgements for Teachers' Standard 4 2016-17 (2015-16 in brackets)</i></p> <table border="1" data-bbox="647 608 981 790"> <tr> <td>All</td> <td>1.4 (1.5)</td> </tr> <tr> <td>KS3</td> <td>1.5 (1.5)</td> </tr> <tr> <td>KS4</td> <td>1.4 (1.5)</td> </tr> <tr> <td>KS5</td> <td>1.3 (1.2)</td> </tr> </table>	All	1.4 (1.5)	KS3	1.5 (1.5)	KS4	1.4 (1.5)	KS5	1.3 (1.2)	<p>"In a substantial majority of cases, teachers plan lessons that are organised, well resourced and innovative."</p> <p>"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."</p> <p>Ofsted 2014</p>	<p>Ofsted Report Lesson Observation Data</p>
All	1.4 (1.5)											
KS3	1.5 (1.5)											
KS4	1.4 (1.5)											
KS5	1.3 (1.2)											
<p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p>		<p>Students are given guidance to help them to decode written feedback and act on feedback to improve. Teachers regularly discuss assessments with students. Use of Personal Learning Checklists is well established at Key Stages 5 and 4. Elements of mastery teaching have been introduced at Key Stage 3 to encourage systematic reflection and the provision of catch-up activities. This is less consistent but is a common requirement.</p> <p><i>Average judgements for Teachers' Standard 5 2016-17 (2015-16 in brackets)</i></p> <table border="1" data-bbox="647 1158 981 1340"> <tr> <td>All</td> <td>1.7 (2.0)</td> </tr> <tr> <td>KS3</td> <td>1.7 (1.9)</td> </tr> <tr> <td>KS4</td> <td>1.8 (2.0)</td> </tr> <tr> <td>KS5</td> <td>1.5 (1.9)</td> </tr> </table>	All	1.7 (2.0)	KS3	1.7 (1.9)	KS4	1.8 (2.0)	KS5	1.5 (1.9)	<p>"For example, in a mathematics lesson seen during the inspection, students progressed rapidly because the teacher built on what students had securely learned in the previous lesson."</p> <p>Ofsted 2014</p>	<p>Ofsted Report 2014 Lesson Observation Data</p>
All	1.7 (2.0)											
KS3	1.7 (1.9)											
KS4	1.8 (2.0)											
KS5	1.5 (1.9)											

<p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p>		<p>Effective formative assessment practice The use of formative assessment is a key strength in most subjects. Staff are well trained in all aspects of AfL and continue to have a high proportion of CPD time allocated to this area.</p> <p><i>Average judgements for Teachers' Standard 6 2016-17 (2015-16 in brackets)</i></p> <table border="1" data-bbox="651 387 981 571"> <tr> <td>All</td> <td>1.8 (1.7)</td> </tr> <tr> <td>KS3</td> <td>1.7 (1.7)</td> </tr> <tr> <td>KS4</td> <td>1.8 (1.7)</td> </tr> <tr> <td>KS5</td> <td>1.5 (1.5)</td> </tr> </table>	All	1.8 (1.7)	KS3	1.7 (1.7)	KS4	1.8 (1.7)	KS5	1.5 (1.5)	<p>"Teachers give help promptly and this inspires students to improve their work and achieve at the highest level of their ability."</p> <p>"They are supported effectively by additional adults."</p> <p>Ofsted 2014</p>	<p>Ofsted Report 2014 Lesson Observation Data</p>								
All	1.8 (1.7)																			
KS3	1.7 (1.7)																			
KS4	1.8 (1.7)																			
KS5	1.5 (1.5)																			
<p>Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</p>		<p>All subject areas use targeted assessments to monitor progress across Key Stage 3. As such, assessments are focused, accurate and regular. Practice in this area has been led by Specialist Subjects (English, Art and History). There are also dedicated summative examination weeks for Years 7 to 10.</p> <p>The quality and regularity of distance feedback has improved and there is less variance between different areas. Consistency within subject areas has been largely secured and as such assessment practice is cohesive and impactful. There is capacity to secure improvements and ensure Whole School policies are applied both at subject level and with individual teachers through the work of two Lead Practitioners. Prompt action is taken to ensure that the marking and Assessment Policy is followed.</p> <p><i>Termly Work Scrutiny Findings 2016-17</i></p> <table border="1" data-bbox="640 1153 1263 1307"> <thead> <tr> <th>Term</th> <th>Outstanding</th> <th>Good</th> <th>Requires Improvement</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>51%</td> <td>36%</td> <td>14%</td> </tr> <tr> <td>Spring</td> <td>53%</td> <td>46%</td> <td>1%</td> </tr> <tr> <td>Summer</td> <td>52%</td> <td>45%</td> <td>3%</td> </tr> </tbody> </table>	Term	Outstanding	Good	Requires Improvement	Autumn	51%	36%	14%	Spring	53%	46%	1%	Summer	52%	45%	3%	<p>"Most teachers mark students' work regularly and frequently. However, this is not consistently strong across the school and, where it is less effective, students are not given enough specific advice and guidance about how to improve."</p> <p>"Students make rapid progress when teachers very effectively inform them through written comments about how they can improve."</p> <p>Ofsted 2014</p>	<p>Ofsted Report 2014 Lesson Observation Data</p>
Term	Outstanding	Good	Requires Improvement																	
Autumn	51%	36%	14%																	
Spring	53%	46%	1%																	
Summer	52%	45%	3%																	

<p>Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.</p>		<p>MAG&T students in particular have benefited from open ended extended homework tasks (Independent Learning Projects) that allow them to develop skills of independent working and strategic planning of their work.</p> <p>From homework scrutiny and student surveys homework is considered aiding in understanding of work that is being taught.</p> <p><i>100% Staff compliant in Summer Term 2016 Homework monitoring exercise</i></p>	<p>"Homework is usually set and marked frequently and regularly."</p> <p>Ofsted 2014</p>	<p>Homework Policy</p> <p>Homework Monitoring Evidence & Scrutiny</p> <p>Student surveys</p>
<p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.</p>		<p>Policies have been introduced and CPD has been directed at these areas. Whole school approaches to delivering literacy and numeracy have been introduced and are in regular use.</p> <p>100% of classrooms display and actively use the 5-a-day logos for both numeracy and literacy.</p>	<p>"Overall, the teaching of reading, writing, communication and mathematics is effective. The great majority of teachers plan activities that reinforce these important skills."</p> <p>"The school has taken steps to develop consistency of practice in delivering numeracy and literacy."</p> <p>Ofsted 2014</p>	<p>Literacy Policy</p> <p>Numeracy policy</p>

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<p>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</p>		<p>Teachers have high and consistent expectations. This is particularly a strength at Key Stage 5.</p> <p>Impactful intervention particularly at Key Stages 4 and 5 through our Maximising Achievement Projects.</p> <p>Outcomes for MAG&T students have up until 2017 been good and this area continues to be a key focus.</p> <p>All teachers work towards meeting a shared Teaching and Learning objective that is tied to identified areas for development for the school as a whole.</p> <p>Teachers whose observed lessons are judged as 'Requires Improvement' receive individual programmes to address the aspect of concern. This intervention is led by Subject Leaders,</p> <p><i>Average judgements for Teachers' Standard 1 2016-17 (2015-16 in brackets)</i></p> <table border="1" data-bbox="645 735 960 922"> <tr> <td>All</td> <td>1.4 (1.3)</td> </tr> <tr> <td>KS3</td> <td>1.4 (1.3)</td> </tr> <tr> <td>KS4</td> <td>1.5 (1.4)</td> </tr> <tr> <td>KS5</td> <td>1.1 (1.2)</td> </tr> </table>	All	1.4 (1.3)	KS3	1.4 (1.3)	KS4	1.5 (1.4)	KS5	1.1 (1.2)	<p>"The quality of teaching is typically good and is improving."</p> <p>"The quality of teaching is good and continuing to improve with some examples of outstanding practice."</p> <p>"Variations in the quality of teaching across different subject areas exist but are minor."</p> <p>"The headteacher and the governing body have encouraged improvements to teaching and students' achievement. They have the ambition to take them to the highest levels."</p> <p>"On a few occasions teachers do not make sufficient use of information about students' prior attainment to plan their learning in a way that fully challenges all students. Consequently, the progress made by students is sometimes slower than that of their peers."</p> <p>Ofsted 2014</p>	<p>Ofsted Report 2014</p> <p>Lesson Observation Data</p>
All	1.4 (1.3)											
KS3	1.4 (1.3)											
KS4	1.5 (1.4)											
KS5	1.1 (1.2)											

<p>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</p>		<p>There is high engagement and commitment to learning in lessons. Teachers are aware of the particular demands and requirements of fostering positive learning behaviours in girls and tailor their practice accordingly. Instances of disruption are dealt with effectively by teachers, which has led to increasingly effective use of learning time.</p> <p><i>Average judgements for Teachers' Standard 7 2016-17 (2015-16 in brackets)</i></p> <table border="1" data-bbox="647 461 963 644"> <tr> <td>All</td> <td>1.3 (1.4)</td> </tr> <tr> <td>KS3</td> <td>1.3 (1.4)</td> </tr> <tr> <td>KS4</td> <td>1.4 (1.4)</td> </tr> <tr> <td>KS5</td> <td>1.0 (1.1)</td> </tr> </table>	All	1.3 (1.4)	KS3	1.3 (1.4)	KS4	1.4 (1.4)	KS5	1.0 (1.1)	<p>"In many lessons observed, the rate of progress in learning was good and students' attitudes to learning very positive."</p> <p>"Students say they feel safe at school and have a good understanding of how to stay safe."</p> <p>Ofsted 2014</p>	<p>Ofsted Report 2014 Lesson Observation Data</p>
All	1.3 (1.4)											
KS3	1.3 (1.4)											
KS4	1.4 (1.4)											
KS5	1.0 (1.1)											
<p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p>		<p>Assessment is used productively. Targeted intervention is systematic across Key Stages 4 and 5.</p> <p>Elements of a mastery approach have been introduced at Key Stage 3 to ensure that students do not fall behind and are provided with structured catch-up tasks is necessary. This development will embed over the next year.</p> <p><i>Average judgements for Teachers' Standard 2 2016-17 (2015-16 in brackets)</i></p> <table border="1" data-bbox="647 959 963 1142"> <tr> <td>All</td> <td>1.5 (1.6)</td> </tr> <tr> <td>KS3</td> <td>1.5 (1.6)</td> </tr> <tr> <td>KS4</td> <td>1.4 (1.7)</td> </tr> <tr> <td>KS5</td> <td>1.4 (1.3)</td> </tr> </table>	All	1.5 (1.6)	KS3	1.5 (1.6)	KS4	1.4 (1.7)	KS5	1.4 (1.3)	<p>"Students feel well supported when they make decisions about the next stage in their education."</p> <p>Ofsted 2014</p>	
All	1.5 (1.6)											
KS3	1.5 (1.6)											
KS4	1.4 (1.7)											
KS5	1.4 (1.3)											

<p>Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.</p>		<p>Student progress is monitored regularly through termly Learning Reviews, 4 times per year in the core subjects.</p> <p>Parental surveys support our judgement of good and feedback from students is positive.</p>		<p>Assessment, recording and reporting policy</p> <p>Parents Survey booklet 2015/16</p> <p>Go4Schools</p>
<p>Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p>		<p>Incidents of bullying and racism are centrally recorded and monitored.</p> <p>Provision of British values is mapped across the Curriculum.</p> <p>All students are actively engaged in British Values Week activities, a current affairs quiz and 'thought for the week'.</p> <p>An active student council allows students to have a voice and for students to set examples to others.</p> <p>Reference to and the teaching of British Values is embedded into all curriculum areas and the tutor time programme, including discussions on extremism.</p>	<p>"Students are given good quality advice about how to stay healthy and how they can be active citizens."</p> <p>Ofsted 2014</p>	<p>British Values page on CHSG website</p> <p>Tutor time programme</p> <p>British Values audit</p> <p>Student Leadership Group minutes</p>
<p>Impact of interventions in 2016/17:</p>	<ul style="list-style-type: none"> Evidence of continued improvement with the school achieving positive examination results including a reduction in the attainment gap of PP and non PP students Evidence of sustained improvement in marking and feedback via work scrutiny. Evidence of sustained improvement in the quality of teaching via lesson observation evidence with a higher percentage of staff practice being judged as enhanced via lesson observations. 			
<p>Areas for Development in 2017/18:</p>	<ul style="list-style-type: none"> Maintain focus on consistent application and monitoring of Marking and Assessment Policy by all leaders Timely, accurate and consistent assessment in all Key Stages Introduction of CHSG Girl Friendly Pedagogy agenda to develop practice in meeting needs of all students 			

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'Outstanding' grade descriptor from the Ofsted Handbook	CHSG	Statistical Evidence/Narrative	Quotations from External Reviews	Links to evidence
Personal Development, Behaviour and Welfare				
<p>Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p>		<p>The improved outcomes for the majority of students over time and the outstanding outcomes achieved in the Sixth Form are evidence of the positive attitude of students.</p> <p>GCSE - Valued Added consistently 1000+/P8 in 2016 +0.12 and =0.18 (best entry) A Level – L3VA +0.17 (2016). ALPS 2017 = 4 and 2 for BTEC subjects</p> <p>Student feedback outlines that they are proud of their achievements and those of the school.</p> <p>Students frequently demonstrate their confidence in lessons and in other scenarios/situations e.g. when taking assemblies and in a vast range of other activities that are given throughout their time at school e.g Arts productions and competitions.</p>	<p>“Students have good attitudes to learning; they work enthusiastically, respond readily in class and show a collective ambition to do their best.”</p> <p>“Students have positive relationships with each other and adults.”</p> <p>Ofsted 2014</p>	<p>Ofsted Report 2014</p> <p>Outcomes data eg. RaiseOnline</p> <p>Student Feedback surveys</p>
<p>Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</p>		<p>Lesson observations show significant evidence of opportunities afforded for student debate and discussion. All students at KS3 have discrete Citizenship lessons taught by specialists.</p> <p>The Student Leadership Group includes a student council where issues and ideas raised by students are discussed and debated then shared with staff.</p> <p>100% of tutor groups are actively engaged in the current affairs quizzes and discussions on extremism.</p> <p>Students have access to activities to develop their discussion, debating and communication skills e.g. Debating Club and Magistrates Mock Trial.</p>		<p>Tutor Time Programme (British Values incorporated as distinct units)</p> <p>SMSC/ British Values Curriculum Audit 2016</p> <p>Minutes from Student Leadership Group meeting</p> <p>Student voice feedback</p>

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<p>In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.</p>	<p>The school holds the Investor in Careers award demonstrating high quality provision, being re-awarded in 2016.</p> <p>A full time Careers and Work related Learning Officer is employed by the school.</p> <p>Year 8 students have the opportunity to take part in the 'Take your daughter to work day' scheme. Last year 44% of Year 8 students took part.</p> <p>One week's Work Experience is undertaken during Year 10 and Year 12. Last year 100% of Year 10 students and 70% of Year 12 students took part.</p> <p>Employers stated that CHSG students on work experience overwhelming displayed key employability skills with 89.57% of respondents agreeing the students displayed an ability to work in as part of a team.</p>	<p>93% of parents agreed that they found the 'careers information and events useful'</p> <p>The Investor In Careers reassessment report stated</p> <p>"It is clear that there is a strong ethos of continual improvement and a commitment to the Investor in Careers standard."</p> <p>Investors in Careers 2016</p>	<p>Parent Survey booklet 2015/16</p> <p>Investor In Careers Assessment 2016</p> <p>Employers Survey Results 2016 slide 4</p>
<p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.</p>	<p>89% of employers felt that the students they took on work experience came prepared for the placement.</p> <p>The annual Careers Fair is organised to coincide with the Year 8 Options Evening to give students the opportunity to make clear links between their subject choices and future careers.</p> <p>Regular trips are organised to Universities, STEM challenges, mock trials at a local Magistrates Court and participation in the Disaster Relief Challenge.</p>	<p>"The staff and students seen gave compelling evidence of their involvement in CEIAG in school and externally."</p> <p>"The Careers Fair has been timed to coincide with the Year 8 Options evening in order to maximise interest and understanding of education and employment opportunities"</p> <p>"Student entitlements are printed in the planners. Year 7 students took part in a competition to produce a poster to show their entitlement."</p> <p>"Development of links such as the Year 10 Science & Engineering Challenge – 'Out of this World' which will take place in British Science Week, March 2016."</p> <p>Investors in Careers 2016</p>	<p>Employers Survey Results 2016 pages 6 and 7</p> <p>Investor In Careers Assessment 2016</p>

<p>Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.</p>	<p>Whole school attendance of 95.3% in 2016-2017 is the school's best ever. Previous years have shown rapid and sustained improvement (2013/14 – 93.4%, 2014/15 – 94.2%, 2015/16 - 95.1%).</p> <p>Disadvantaged students' attendance of 93.2% in 2016/17 is the school's best and is now above National Average for Disadvantaged students and heading towards National Average for 'All' students. Previous years have shown continued improvement and attendance rising quickly for this group (2013/14 – 91.4%, 2014/15 – 91.5%, 2015/16 - 92.8%).</p> <p>PA was previously above national average but is now below National Average for the first time ever. (11.7% compared to 12.4%). This reflects the new figure of below 90% being regarded as PA. PA for Disadvantaged students has reduced from 25% in 2015/16 to 20.3% in 2016/17. PA of Disadvantaged students is now below the National Average for Disadvantaged students (20.3 compared to 21.6%) for the first time ever.</p> <p>Punctuality figures for 2016/17 were the best yet for the school and have improved year on year. The number of 'Lates' recorded has dropped dramatically since the previous year. (1607 in 2016/17 compared with 2567 in 2015/16).</p>	<p>"The proportion of students who regularly fail to attend has fallen as a direct result of the school's focus on improving attendance."</p> <p>Ofsted 2014</p>	<p>Attendance Tracker Data</p> <p>Lates Tracker</p> <p>Raise Online 2015/16</p>
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<p>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p>		<p>In 2016/17 the number of FTE's as a % of the school decreased to 6.23%. In 2015/16 the number of FTE's as a % of the school population decreased from 12.3% to 8.67%. This has shown sustained improvement in the number of students receiving a FTE.</p> <p>The % of Permanent Exclusions decreased from 4% (2014/15) to 0.17% (2015/16) to 0.16% (2016/17).</p> <p>The % of students with 1 or more FTE's decreased from 5% (2014/15) to 4.51% (2015/16) to 3.93% (2016/17).</p> <p>The average score for Teacher Standard 7 observed in lessons in 2016/17 was 1.3 making this standard one of the strongest observed and judged.</p> <p>Incidents of disruptive behaviour recorded in 2016/17 were the lowest recorded in the last 3 years. There has been a steady decrease in the number recorded year on year.</p> <p>86% of parents from parent surveys agree that 'CHSG makes sure pupils are well behaved'.</p> <p>92% of staff feel that new systems included in the recently reviewed and updated Good Behaviour Policy have had a positive impact on behaviour within the school</p>	<p>"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."</p> <p>Ofsted 2014</p>	<p>Ofsted report 2014</p> <p>Behaviour Monitoring Data</p> <p>Raise Online 2015/16</p> <p>Lesson Observation data</p> <p>Parent Survey booklet 2015/16</p> <p>Staff Behaviour Policy Feedback</p>
<p>For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</p>			<p>"The school manages those students with known behavioural problems well."</p> <p>Ofsted 2014</p>	<p>Ofsted report 2014</p> <p>Behaviour Monitoring Data</p> <p>Raise Online 2015/16</p>

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<p>Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</p>		<p>There were only three recorded incidences of bullying last academic year (2016/17). This is down from 12 the year before. The average number of recorded incidences of bullying for the last six academic years is 6 per academic year (2011-2017).</p> <p>90% of parents agree that 'CHSG deals effectively with bullying'.</p>	<p>"Few incidences of bullying occur."</p> <p>Ofsted 2014</p>	<p>Parent Survey booklet 2015/16</p>
<p>Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p>		<p>All bullying incidences are logged. Parents are contacted. The majority of incidents result in either an internal or fixed term exclusion.</p> <p>Parent surveys overwhelming show that parents feel their daughter is safe and happy at the school and the school deals with bullying issues well.</p>	<p>"Students are confident that they (bullying incidents) are dealt with promptly and effectively."</p> <p>Ofsted 2014</p>	<p>Parent Survey booklet 2015/16</p>
<p>The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</p>		<p>CHSG actively promotes student welfare which is supported by SLT, Year leaders, the pastoral system and Student Support.</p> <p>Robust safeguarding procedures are in place.</p> <p>An open door policy in student support for both staff and students is very supportive to all stakeholders.</p> <p>Student support are very quick to respond to concerns and staff are kept informed and updated on a need to know basis.</p> <p>95% of parents said their 'daughter was well looked after at CHSG'.</p> <p>94% of parents said they agreed that their 'daughter feels safe'.</p>	<p>"The school's work to keep students safe and secure is good."</p> <p>"Students say they feel safe at school and have a good understanding of how to stay safe."</p> <p>"Students and their parents and carers confirm that students feel very safe in school."</p> <p>Ofsted 2014</p>	<p>Parents Survey booklet 2015/16</p> <p>Comments received by Student Support from Parents</p>

Secure

Working Towards

Insecure

<p>Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</p>		<p>Through the tutor time programme, PSHE and other curriculum such as, but not exclusively PE and Science lessons, students are informed about making the right decisions and choices for their life, their health and their mind.</p> <p>This is reinforced through both whole school and year assemblies and 'Wellbeing' week.</p> <p>There is a whole school approach to student mental health and well-being with a '5 A Day' programme and other aspects being launched in September 2017.</p>	<p>"Students are given good quality advice about how to stay healthy and how they can be active citizens."</p> <p>Ofsted 2014</p>	<p>Tutor time programme</p> <p>PSHE SoW</p> <p>Mental Health and Well-Being Plan</p>
<p>Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.</p>		<p>Lead for e-safety is a CEOP Ambassador trained with key messages and material being used.</p> <p>All staff have undertaken Channel Awareness training and specific staff have attended Prevent training led by the local authority lead on e-safety.</p> <p>Through assemblies, subject lessons including ICT, Computer Science and PSHE and the tutor time programme, staying safe online, mobile technology and social networking are discussed and guidance and information disseminated.</p> <p>There are discussions about safety and guidance given via sizeable student bodies such as the media group and digital leaders.</p> <p>Parental e-safety sessions are held every term to provide information and aid the development of parental confidence about these issues. Sessions have also been held as part of parents' evenings.</p> <p>Platforms such as the website, VLE, most social media and e-mails are used to model and convey messages to students, parents and the wider community.</p>	<p>"Students understand what constitutes bullying, including homophobic, racist and cyber-bullying."</p> <p>Ofsted 2014</p>	<p>PSHE SoW</p> <p>ICT & Computer Science SoW</p> <p>Tutor Time Programmes</p> <p>e-safety for Parents programmes</p> <p>Statistics of websites and social media</p> <p>VLE Statistics of discussion pages</p>

<p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p>	<p>SMSC is embedded in the school ethos of Community, Harmony, Success and Growth. The audit of SMSC shows that it is embedded across the curriculum and promoted in both whole school and year assemblies.</p> <p>Provision of British values is mapped across the Curriculum. All students are actively engaged in British Values Week activities, a current affairs quiz and 'thought for the week'.</p> <p>Students are encouraged to identify and record their personal development using the PiXL EDGE, an accredited award scheme.</p> <p>Opportunities are given to students to take part in national and local fundraising initiatives which raise awareness of a wide range of issues. Year 7 organise a Christmas Fair which raises funds for LEPRA and Year 9 students take part in the First Give initiative which encourages them to engage with local charities.</p>		<p>SMSC and British values audit</p>
<p>Impact of interventions in 2016/17:</p>	<ul style="list-style-type: none"> • New behaviour systems have further improved behaviour across the school • Continued reduction in the number of FTE's • Improved in Attendance and Punctuality and attendance is now above the National Average • Reduction in the number of Disadvantaged students who are PA (below 90% attendance) • Reduction in the number of disruptive behaviour incidents recorded • Decrease in the number of behaviour incidents recorded for homework and missed detentions 		
<p>Areas for Development in 2017/18:</p>	<ul style="list-style-type: none"> • Continue to reduce the number of Fixed Term Exclusions for all students and in particular reduce the number of students with more than 1 FTE's • Introduction of a standardised code within lessons and a Corridor Code of Conduct. • Continue to improve the attendance of Disadvantaged Students in particular those who are PA • Develop a role for Student Voice and dialogue regarding the culture of behaviour within the School 		

Secure

Working Towards

Insecure

‘Outstanding’ grade descriptor from the Ofsted Handbook	CHSG	Statistical Evidence/Narrative	Quotations from External Reviews	Links to evidence
Outcomes for Students				
<p>Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</p>		<p>Over time outcomes for students has been consistently at least good, in some aspects outstanding with a number of indicators being above the national average.</p> <p>Contextually our ability on intake has been below and at times significantly below national averages.</p> <p>Our provisional results for 2017 show we are broadly in line with national averages with regards key headline attainment benchmarks (60% grade 4+ Eng/Ma). Our English results (79% grade 4+ and 58% 5+ are above national averages). Maths are broadly in line with national averages in terms of % of grade 4+ at 65%</p> <p>Maths grade 5+ % (36%) is a concern and action is being taken to address this.</p> <p>The % of students achieving the top grades 7 to 9 is an area of focus with 12% achieving this benchmark in English and 11% achieving the benchmark in Maths. Our high ability students over time have achieved well but the P8 for the high ability in 2017 is extremely disappointing and makes this a key issue for 17/18.</p> <p>The initial overall P8 figure has just been received and is currently -0.07. We are confident that this will improve further as one student is incorrectly included in the calculation and the re-remarks have not been included.</p> <p>Our VA score for 2017 is currently at 1000.5 using 4Matrix which demonstrates students made expected progress.</p> <p>The progress 8 score of +0.12 (2016) demonstrates that students made better than expected progress, in terms of best entry the progress 8 score was +0.18 and if students</p>	<p>“Students join the school with significantly below average levels of attainment. They make good progress, so that by the end of Year 11 attainment is near the national average.”</p> <p>“Students achieve well and the progress of different groups, including the most able, is improving.”</p> <p>“All students are encouraged to read as often as possible. For example, reading for comprehension was a recurring feature of the lessons observed during the inspection.”</p> <p>“Those students in Year 7 eligible for additional funding receive targeted support. This enables them to achieve as well as their peers.”</p> <p>“The school’s examination results are improving. The tracking of students’ progress has become more rigorous and frequent. Leaders have the capacity to identify underachievement more effectively.”</p> <p>“Achievement in English, science, modern languages and the humanities is significantly above average. The proportion of students making good progress in mathematics is also improving. “</p> <p>“Students are generally well prepared for the next stage of their education, training or employment and the proportion of Year 11</p>	<p>Raise On Line</p> <p>Own school data 2015 2016 2017</p> <p>Inspection dashboard 2016</p> <p>CHSG Maths Action Plan</p> <p>PP Strategy Plan</p> <p>FFT Self Evaluation document 2016</p> <p>Insight2Raise 2016 (best entry)</p> <p>4Matrix2107</p>

Secure

Working Towards

Insecure

		<p>with no prior KS2 data are added the progress 8 score rises further to +0.22.</p> <p>GCSE progress has consistently been above average for the last 4 years with VA consistently being above 1000 and at times significantly above. The 3 year trend from 2014 to 2016 for VA was 1029,1016 and 1023 (this includes best entry results).</p> <p>2016 P8 figures of English (+0.32), Ebacc (+0.09) and Open (+0.29) demonstrates good progress across a range of subjects. Core subjects such as English, Humanities and Languages have consistently performed well with regards to progress. Maths and Science have performed in line with national averages in terms of progress (2014, 2015, 2016 3+LOP).</p> <p>We are currently drilling down into figures for 2017 and will produce action plans accordingly to address key issues linked to particular areas.</p> <p>The rates of progress in English have been significantly above the national average for 3+LOP and 4+LOP over the 3 years 2014 to 2016.</p> <p style="text-align: center;">(2014 3+LOP-89% / 4+LOP-52%) (2015 3+LOP-87% / 4+LOP-53%) (2016 OP-86% / 4+LOP-58%)</p> <p>Key Stage 3</p> <p>Year 7 Making at least Expected Progress</p> <table border="1" data-bbox="638 1189 1321 1390"> <thead> <tr> <th></th> <th>All</th> <th>MA</th> <th>MA EP+</th> <th>Catch up</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>89%</td> <td>94%</td> <td>10%</td> <td>74%</td> </tr> <tr> <td>Maths</td> <td>82%</td> <td>90%</td> <td>52%</td> <td>52%</td> </tr> <tr> <td>Science</td> <td>94%</td> <td>94%</td> <td>37%</td> <td></td> </tr> <tr> <td>Geog</td> <td>91%</td> <td>98%</td> <td>30%</td> <td></td> </tr> </tbody> </table>		All	MA	MA EP+	Catch up	English	89%	94%	10%	74%	Maths	82%	90%	52%	52%	Science	94%	94%	37%		Geog	91%	98%	30%		<p>students who remain in education, training or work on leaving the school is well above average.”</p> <p>Ofsted 2014</p> <p>Students achieve well and the progress of different groups of learners is improving rapidly.</p> <p>Ofsted 2014</p>	<p>KS3 Progress Tracker Data</p> <p>Graduation Tracker</p> <p>OFSTED 2014</p> <p>Governors Week programmes</p> <p>Jack Petchey Speak</p>
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<p data-bbox="91 975 483 1219">The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.</p>		<p data-bbox="640 967 1301 1150">The attainment for this group of students has closed significantly from the previous year. The % of disadvantaged students getting the basic measure 4+ in Ma/En is 50% compared to 62.5% for the non-disadvantaged. Last academic year (2016) there was a 34% gap on the old headline measure of 5+ A*-C E/M.</p> <p data-bbox="640 1182 1290 1398">The initial Progress 8 score for 2017 of -0.27 shows the gap has also closed between PP and Non PP. The Progress 8 score for these groups of students is below the national average, however Progress 8 only considers 8 defined subjects and certain groups of students, particularly SEN students, will not follow this pathway. If you consider other performance measures</p>																																						

	<p>such as VA and total points score these groups of students perform exceptionally well compared nationally to students from the same group(s).</p> <p>Total points score for our disadvantaged was above the national score for disadvantaged students, in 2012 (sig+), 2013, 2014 (sig+), 2015 and 2016.</p> <p>VA for disadvantaged was above the national in 2012, 2014 (sig+), 2015 and 2016.</p> <p>For SEN groups that have sufficient numbers VA has been above national rates for students from the same groups.</p> <p>Key Stage 3</p> <p>Year 7 Making at Least Expected Progress</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>MA PP</th> <th>SEN</th> <th>PP and SEN</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>81%</td> <td>100%</td> <td>46%</td> <td>29%</td> </tr> <tr> <td>Maths</td> <td>72%</td> <td>89%</td> <td>54%</td> <td>43%</td> </tr> <tr> <td>Science</td> <td>91%</td> <td>89%</td> <td>81%</td> <td>79%</td> </tr> <tr> <td>Geog</td> <td>88%</td> <td>100%</td> <td>69%</td> <td>64%</td> </tr> <tr> <td>History</td> <td>84%</td> <td>100%</td> <td>65%</td> <td>57%</td> </tr> <tr> <td>MFL</td> <td>51%</td> <td>100%</td> <td>33%</td> <td>14%</td> </tr> </tbody> </table> <p>PP EP or EP+ in 10 subjects or more 96%</p> <p>PP EP or EP+ in 10 subjects or more (inc E& M) 65%</p> <p>SEN EP or EP+ in 10 subjects or more 65%</p> <p>SEN EP or EP+ in 10 subjects or more (inc E&M) 35%</p>		PP	MA PP	SEN	PP and SEN	English	81%	100%	46%	29%	Maths	72%	89%	54%	43%	Science	91%	89%	81%	79%	Geog	88%	100%	69%	64%	History	84%	100%	65%	57%	MFL	51%	100%	33%	14%	<p>The achievement of disabled students and those who have special educational needs is in line with other students in the school.</p> <p>Ofsted 2014</p> <p>The school is resolved to involve everyone in their learning. It offers equal opportunities for all and is committed to ensure that no student group is discriminated against.</p> <p>Ofsted 2014</p>	<p>Maths Action Plan</p> <p>RaiseOnline 2016</p> <p>Exam Analysis documents</p> <p>KS3 Progress Tracker Data</p> <p>Graduation Tracker</p> <p>OFSTED 2014</p>
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<p>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.</p>		<p>Students are regularly encouraged to develop their communication skills throughout the curriculum. Students regularly participate in assemblies, organise student lead activities through the house system and discuss their thoughts on their education through the student council.</p> <p>Governors comment on the high level of engagement and particularly how the students are able to articulate their knowledge and understanding through their regular visits via the structured governors' week which are run each term when governors are invited to spend the day in school looking at aspects of the school work.</p> <p>The school regularly participates in the Jack Petchey Speak Out Challenge where students have to debate on current issues. We have successfully reached the regional</p>																																					

		<p>finals in 2015/16 and 2016/17.</p>		
<p>Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.</p>		<p>As part of the English curriculum students have designated reading lessons.</p> <p>Students who require extra support for reading have access to additional support. All Year 7 and 8 students participate in our Accelerated Reader programme. Levels of progress in English have been outstanding for the last 3 years.</p> <p>(2014 3+LOP-89% / 4+LOP-52%) (2015 3+LOP-87% / 4+LOP-53%) (2016 3+LOP-86% / 4+LOP-58%)</p> <p>The percentage of students achieving the top grade A*-A has significantly been above the national average, this is particularly exceptional given the starting point of the students.</p> <p>(2015 – 27%) (2016 – 31%.)</p>		
<p>For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas.</p>		<p>Value Added for a number of years for the vast majority of students has been above 1000. In 2016 the progress 8 score of +0.14 showing further evidence. P8 for 2017 shows students have made expected progress which is particularly pleasing given that students are below and sometimes significantly below national levels of ability on intake, including for 2017 with an KS2 APS of 27.9</p> <p>Progress across the majority of subject areas is good for the majority of students as shown by positive VA scores and progress 8 scores over the last 4 years.</p> <p>Where VA or progress 8 scores have been below national rates they have, in most groups of students, been above national rates for the same group(s). Raise 2012,13,14,15,16).</p> <p>In 2016 our focus was on improving the outcomes for disadvantaged students as this was our underperforming group. Whilst a focus will continue, we must also address the issue of the progress of the more able.</p>		

<p>From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.</p>		<p>Levels of progress in English have been outstanding for the last 3 years and considerable exceed national rates:</p> <p>(2014 3+LOP-89% / 4+LOP-52%) (2015 3+LOP-87% / 4+LOP-53%) (2016 3+LOP-86% / 4+LOP-58%)</p> <p>Levels of progress of Maths has been at national rates for the last 3 years:</p> <p>(2014 3+LOP-66% / 4+LOP-31%) (2015 3+LOP-67% / 4+LOP-28%) (2016 3+LOP-63% / 4+LOP-31%)</p> <p>The rates of progress for disadvantaged students in Maths had improved in 2014 (49%), 2015 (56%) but took a dip in 2016 (42%). Through our analysis we have identified that low ability disadvantaged students underperformed and sought to address this during 2016/17.</p> <p>The rates of progress for disadvantaged students in English has been significantly above the national rates for the last 3 years: 2014 (86%), 2015 (81%) and 2016 (74%)</p>														
<p>The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.</p>		<p>2017 results:</p> <table border="0"> <tr> <td>English:</td> <td>Maths:</td> <td>English & Maths</td> </tr> <tr> <td>4+: 64%</td> <td>4+: 78.4%</td> <td>4+: 58.46%</td> </tr> <tr> <td>5+: 58.8%</td> <td>5+: 36.2%</td> <td>5+: 30%</td> </tr> <tr> <td>7+: 12.4%</td> <td>7+: 10.8%</td> <td>7+: 4%</td> </tr> </table> <p>The attainment figures are broadly in line with FFT type 50%</p> <p>Attainment in Science took a dip in 2017.</p> <p>Add Sci – 48% Biology – 73% Chemistry – 80% Physics - 76%</p> <p>The Director of Science new in September 2016 faced</p>	English:	Maths:	English & Maths	4+: 64%	4+: 78.4%	4+: 58.46%	5+: 58.8%	5+: 36.2%	5+: 30%	7+: 12.4%	7+: 10.8%	7+: 4%		
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		<p>significant staffing issues throughout the year including immediately before the exams, which impacted outcomes.</p> <p>Science is a key area for development, which will include a focus on the combined science and single sciences. The department is now more settled, has been re-structured and an action plan is in place to address the underperformance. (See Science Action Plan).</p> <p>The Attainment 8 score (51.55) has been above the national rate in 2016.</p> <p>All elements are above the national rate except Mathematics. (Raise 2016).</p> <p>Basic Threshold attainment (percentage of students who pass English and Maths at grade C or above) in 2016 was above the national rate which is pleasing given the starting point of the students. (Raise 2016). The basic threshold measure of grade 4+ we believe is in line with national figures (2017)</p> <p>Basic Threshold attainment for disadvantaged has been consistently above the national rates of attainment for the same groups: 2012 (sig+) 2013, 2014, 2015 and 2016.</p>		
<p>Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.</p>		<p>The percentage of students going on to a sustained education or employment/training destination is 95% above the national rate. (Raise 2016).</p> <p>The percentage of students going to a school Sixth Form is significantly above the national rate: 56% (Nat 39%).</p> <p>The percentage of disadvantaged students going to a school 6th Form is significantly above the national rate for disadvantaged students.</p> <p>40% (Nat 26%) (Raise 2016)</p> <p>All students who leave Year 13 go onto University, employment or further training (Destination School evidence 2016)(6th Form provision)</p>		

<p>Impact of interventions during 2016-17</p>	<ul style="list-style-type: none"> We continue to be a member of PIXL (Partners in Excellence) and use a wide range of intervention strategies to help support our students. Strategies such as the use of PLCs (Personal Learning Checklists) have enabled staff to identify specific areas of weakness in students' knowledge and understanding. Walking Talking mocks in English have contributed significantly to the outstanding outcomes in guiding the students through the language of exam papers: (2016 3+ LOP-86% / 4+ LOP-58%) Regular meetings with Curriculum Leaders to analyse data to identify underperformance and put actions in place. The use of software such as 4matrix to allow Leaders to analyse predictions to identify specific issues so they can be addressed with a range of subjects maintaining excellent performance: Dance – 79% Media Studies – 80% PE – 70% Product Design – 75% Spanish – 71% German – 74% Citizenship – 76%
<p>Subject Areas for development during 2017-18:</p>	<ul style="list-style-type: none"> Maths - The percentage of students getting grade 5+ needs considerable improvement. Detailed analysis of the exam will be undertaken and a robust plan of action will be put into place. Using all available PiXL resources and a range of intervention strategies we are confident that this can be addressed swiftly. Science has been identified to require improvement. Triple Science subjects have consistently been at or above national but this dipped in 2017. Although 90% of students made 3 levels of progress in the individual sciences, the performance of students undertaking additional and core was poor. We have restructured the department and appointed key staff. A detailed and robust action plan is in place to tackle this underperformance Subjects such as Hospitality and Catering, Music and Drama also require improvement but are subjects where performance has over time been inconsistent, at times performing well. All Ebacc subjects have been asked to develop a detailed action plan to show how they plan to drive standards upwards particularly in light of the new GCSE specifications and to improve the % of students gaining the higher grades.
<p>Student Groups for development during 2017/18:</p>	<ul style="list-style-type: none"> High Ability Students – this has been a strong area over a number of years with a steady increase in the higher grades and students making good progress until 2017. We have appointed 2 More Able Co-ordinators to oversee the provision and monitor the progress of the high ability and an action plan is being developed. Disadvantaged (particularly low ability disadvantaged) students and SEN students. Whilst outcomes improved for these students they remain a key focus. Our CPD programme is focused on meeting the needs of all students (Teaching Standard 5)

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'Outstanding' grade descriptor from the Ofsted Handbook	CHSG	Statistical Evidence/Narrative	Quotations from External Reviews	Links to evidence
Effectiveness of 16-19 Study Programmes				
<p>Leaders pursue excellence. They improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development.</p>		<p>Year 13 L3VA 2017 is <i>likely</i> to be in the 25th percentile (+0.10). For BTEC courses, the L3VA score will be <i>around</i> +0.71 putting our performance in the top 7% of schools nationally. (This estimation has been based on our known ALPs performance of '4' and '2' respectively. In 2016, L3VA was in the 15th percentile (+0.17) so 2017 results are likely to show a marked increase for BTEC but a slight drop at A level. However, there is improvement overall. Improvements are as a result of strategic, high impact intervention being implemented using PiXL6 methodology.</p> <p>The progress that students made from their starting points is outstanding and puts our Sixth Form in the top 26% of schools nationally for the progress that students make with us. Our performance in terms of ALPs states our value added as 'very good'. We are an ALPs 4 just 0.01 grades below an ALPs 3. These are extremely pleasing results and represent significant effort on the part of students and teachers. Subjects like Media and Psychology and Sociology are in the top 10% nationally for value added. The A* - E pass rate was pleasing at 98%, above the national average, but we hoped to achieve 100% and we aim to do that in 2018. There were a higher number of U grades than the previous year with 3 of them being in Biology. The department had been concerned about the progress of these students throughout the year and intervention put in place, however, the linear nature of the course was just too demanding and lessons have been learnt for the future on how we support similar students</p>	<p>"Achievement in the sixth form is good. Pass rates are improving and completion rates and retention rates are above average. Students' progress is improving, in both academic and vocational subjects, and this is supported by the partnerships developed with local schools."</p> <p>Ofsted 2014</p>	<p>Governors review 2014/15 Public Examination Results October 2015</p> <p>Governors review of 2015/16 Public Examination Results Oct 2016</p> <p>Internal monitoring data for Year 12 and 13</p> <p>Destinations data for 2015-16</p> <p>Raising Standards Leader and Associate Meeting Minutes 2015-16</p> <p>Sixth Form Pastoral Meeting Minutes 2015-16</p>

<p>Leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.</p>	<p>In 2017, 90% of our Year 13 leavers went onto university or took a gap year with the aim of applying in 2018. 20% of students secured a place at Russell Group universities. The other 10% of students entered direct employment.</p> <p>There is an excellent UCAS programme offered by the Deputy Head of 6th Form, which starts in January of Year 12 with completion in December of year 13.</p> <p>During the year a number of external speakers with a wealth of experience come in to speak to students, for example talks on student finance and a HE evening. This year we included more speakers on apprenticeships and also focused on advertising other training/job opportunities that arise in-house.</p> <p>There is a careers fair to which 6th Form are invited</p> <p>The tutor and pastoral teams spend a significant amount of time outside of school hours ensuring all applications are successful and lead to student's desired pathways after they finish at CHSG. Evidence shows that our students go on to successful careers.</p>	<p>"In the best Sixth Form teaching, expectations are high and the questioning of students helps develop their understanding. Consequently, most students make at least good progress."</p> <p>Ofsted 2014</p>	<p>UCAS destinations 2016 and 2017</p> <p>Sixth Form Self evaluation 2016/17</p> <p>Exam Analysis of 2015/16 results October 2016</p> <p>Exam Analysis of 2016/17 results October 2017</p> <p>Analysis of 2016/17 Internal Data for Year 12 and 13</p> <p>Destinations for 2015/16 and 2016/17</p> <p>Sixth Form Pastoral Meeting Minutes 2016/17</p>
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<p>Learners without GCSE grades A* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics. The considerable majority make substantial and sustained progress towards grade C or above.</p>	<p>In 2017 8% (1/12) students attained a grade in their Maths GCSE retake.</p> <p>100% (2/2) students attained their grade in English GCSE retake.</p> <p>English results are consistently significantly above the national average for students retaking this subject. However, Maths was very disappointing as there had been some excellent results in 2016. There were a high proportion of D grades which showed a number of students had made progress but not enough to get them a C grade. The Maths department offered students 'my maths' and additional resources to help students with work. Both groups of students re-sitting these subjects joined Year 11 in their PPE's and their walking talking mock. Students were also encouraged to attend any booster sessions or immersion on offer to Y11.</p> <p>This year we have agreed with the Maths department that students re-sitting Maths will be receive additional time for Maths during their PD lessons after Christmas. The re-sit teachers will provide students with work and will be working with the Sixth Form team to ensure that work is completed and students feel motivated in this subject as this is an area of concern with students at present. Timetabling strong teachers in both Maths and English has enhanced the subjects' profiles in Year 12. The groups in Maths have been set so there is a class in Year 12 class and a class in Year 13.</p>		<p>Self evaluation document on provision for English and Maths GCSE post-16 (Nov 2016)</p> <p>Inspection Dashboard 2016</p>
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<p>High quality impartial careers guidance ensures that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Learners understand the options available and are informed about local and national skills needs.</p>		<p>In 2017, 90% of our Year 13 leavers went onto university or took gap year with the aim of applying in 2017. The other 10% entered direct employment. 20% of students went on to study in Russell Group universities Excellent UCAS programme offered by Head of Year 13, which starts in January of Year 12 with completion in December of year 13.</p> <p>The school uses a number of external speakers with a wealth of experience e.g. Student Finance talk and HE evening. The tutor team and pastoral team spend a significant amount of time outside of school hours ensuring all applications are successful and lead to a student's desired pathway after they finish at CHSG.</p> <p>In 2016/17 we included more speakers about apprenticeships and also focused on advertising other training/job opportunities that arise in-house.</p>		<p>UCAS destinations 2017</p> <p>Sixth Form Self evaluation 2015/2016</p> <p>Governors review of 2015/16 Public Examination Results Oct 2016</p> <p>Analysis of 2016/17 Internal Data for Year 12 and 13 Destinations</p>
<p>Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.</p>		<p>A2 2016 LV3VA score was +0.17, which was above average. ALPS = 3</p> <p>AS 2016 LV3VA score was +0.21, which was above average. ALPS = 5</p> <p>A2 2016 LV3VA score was +0.58, which was above average. ALPS = 3</p> <p>Currently for 2017 we have ALPS data: A Level: ALPS = 4 BTEC: ALPS = 2</p> <p>A2 2017 LV3VA likely to be +0.10, which we expect to be above average.</p>		<p>ALPS documents for 2016</p> <p>L3VA document for 2016</p> <p>ALPS documents for 2017</p>

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<p>Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs. Attendance rates are high.</p>	<p>We regularly celebrate good work and achievement. We have our Success board in the Sixth Form block. We hold rewards evenings and distribute rewards prizes. Staff and the team have access to praise postcards and throughout the year we ensure there are other opportunities to highlight good work and effort both to students and parents.</p> <p>These various efforts by the team foster a positive climate for learning and students feeling valued in the hard work that they undertake.</p> <p>Year Leaders have been very focused on attendance and punctuality and use the Sixth Form's attendance framework to deal with any issues. Students are clear about the correct procedures and signing in and out.</p> <p>Year Leaders have ensured all students experiencing problems with attendance have support and measures in place.</p>	<p>"The good behaviour of the sixth form contributes to the positive ethos of the school. Sixth formers lead by example and are good role models to the younger students. For example, they help the learning of students in the main school through one-to-one mentoring."</p> <p>Ofsted 2014</p>	<p>Ofsted Report 2014</p> <p>Sixth Form meeting minutes and notes</p> <p>Attendance strategies post-16</p>
<p>Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.</p>	<p>The pastoral team create a supportive and welcoming environment where students feel able to share safeguarding issues.</p> <p>This is through regular contact with sixth form students, both in tutor time, assemblies but also through communication in the Sixth Form centre and extracurricular activities.</p> <p>These strategies have worked effectively-safeguarding issues surrounding forced marriage/eating disorders/depression/self harm/anxiety and sexual relationships and health have all been raised with the team and been dealt with in a swift and efficient manner, ensuring the students welfare is supported.</p> <p>6th Form staff have been trained in child protection.</p>		<p>Sixth Form SEF</p> <p>Ofsted Report 2014</p> <p>Sixth Form Personal Development plan for 2016-2017</p>

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<p>Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for almost all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.</p>		<p>Year 13 L3VA 2017 is likely to be in the 25th percentile (+0.10). For BTEC courses, the L3VA score will be around +0.71 putting us in the top 7% nationally. In 2016, L3VA was in the 15th percentile (+0.17) so 2017 results show a marked increase in BTEC but a slight drop at A level. However, there is overall improvement. Improvements are as a result of strategic, high impact intervention being implemented using PiXL6 methodology.</p> <p>According to ALPS 2017, the retention rate is ALPS 6. This is in line with expectations and is an improvement on previous years which we are pleased to see. We are an inclusive Sixth Form and we take students into Year 12 who would not get a chance elsewhere as noted in our ability profile in the ALPS document.</p>		<p>L3VA for 2016 ALPS 2016 ALPS 2017 Governors exam review notes 2016</p>
<p>Almost all learners progress swiftly to higher levels during their study programme. Almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.</p>		<p>In 2017, 90% of our Year 13 leavers went onto university or took gap year with the aim of applying in 2017. The other 10% entered direct employment. 20% of students went on to study in Russell Group universities</p>		<p>UCAS destinations 2017</p>
<p>Progress on level 3 qualifications in terms of value added is above average across nearly all subjects.</p>		<p>In 2016, L3VA was above average in 21/32 subjects. We offer a wide range of subjects and although the overall A Level ALPS placed us in the top 15th percentile, there is still a variation with each subject.</p>		<p>L3VA document for 2016 ALPS document for 2016 ALPS document for 2017 L3VA document Inspection dashboard 2017 pending</p>

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<p>Impact of interventions in 2016/17:</p>	<p>Maintained and Improved L3VA scores (tbc) for A level and BTEC courses. Improved retention rate from Year 12 to 13. More subjects with a positive L3VA progress score tbc Much improved performances in Media and German. As a result of enhanced UCAS advice and the development of students' undergraduate skills, 90% of our Year 13 Leavers went onto university or took gap year with the aim of applying in 2017. The other 10% entered direct employment. 20% gained places in Russell Group universities.</p>
<p>Areas for Development in 2017/18:</p>	<p>Systematic provision of careers' advice for other than UCAS students. Continue to improve levels of punctuality and attendance at KS5. To enhance relationships and engagement in the Sixth Form by maximising attendance and learning outside of the classroom. To plan effectively for curriculum change at KS5 so teachers' knowledge and understanding of course specific content and skills is 'outstanding'. To improve VA at A-level in Economics, Biology, Chemistry, Further Maths, Maths, History and Politics. To improve the retention rate from Year 12 to 13 which will happen with the introduction of linear courses and a revised offer for current Year 12 students. To improve the take up in a number of subjects notably Physics and MFL.</p>

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