

Inspection of a good school: Carshalton High School for Girls

West Street, Carshalton, Surrey SM5 2QX

Inspection dates:

24 and 25 January 2023

Outcome

Carshalton High School for Girls continues to be a good school.

What is it like to attend this school?

Carshalton High School for Girls is a calm, welcoming school. Pupils are happy and feel safe. Leaders have developed a culture where pupils behave well and work hard. Adults in the school know pupils well and support them to achieve.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). This is realised in the curriculum offered and the wider opportunities that leaders provide. There is a thriving student council, and pupils are encouraged to engage and lead on school matters. Currently, pupils on the council are developing proposals to support the school's work on sustainability.

Pupils concentrate well in lessons and enjoy their learning. The vast majority of pupils behave well in lessons, and staff are consistent in their approach to managing any poor behaviour. This means that learning is rarely disrupted. In most subjects, the curriculum is well thought through. In a small number of subjects, leaders' curriculum thinking has not been as thorough.

Pupils behave well around the school. Relationships between staff and pupils, and between pupils themselves, are positive. Pupils are confident in reporting bullying and say that staff tackle it effectively. A small proportion of pupils sometimes behave in ways that do not meet with leaders' high expectations.

What does the school do well and what does it need to do better?

Leaders are increasingly ambitious about the curriculum. For example, all pupils are expected to study a modern foreign language and all three aspects of science to GCSE

level. Leaders are broadening the range of vocational pathways so that all pupils, including those in the sixth form, flourish.

In many subjects, learning is considered in detail and delivered well. Teachers' subject knowledge ensures that misconceptions are routinely and swiftly tackled. This helps pupils to make strong progress. For example, in history, teachers use a range of techniques to systematically check for understanding and to ensure previously taught knowledge is secure.

Teachers know their pupils well. This ensures that learning is adapted to meet the needs of pupils with SEND. Leaders have developed and embedded effective assessment systems that help teachers to identify where pupils fall behind. Teachers say this helps to manage their workload and to prioritise pupils who require additional support. Reading is a whole-school priority, ensuring that pupils are supported to be confident and fluent readers. Pupils enjoy their learning and value the time and support teachers give them. They appreciate teachers recognising their efforts. Pupils, including those in the sixth form, particularly value the 'Golden Ticket' reward system.

In a small number of subjects, such as drama, curriculum thinking is not secure. In science, teachers have not ensured that pupils have acquired key skills that will help them to be more analytical. For example, some pupils in Year 9 could not draw or interpret graphs accurately and were less confident in their knowledge of the spelling or meaning of key scientific terms. Leaders provide clear guidance so that there is increasing consistency in how the curriculum is organised and delivered.

Most pupils behave well, both in lessons and around the school. The curriculum is taught well, and low-level disruption to learning is rare. The positive learning environment helps pupils to achieve well. Pupils are kind to one another, and their interactions are warm. However, a small proportion of pupils do not behave as leaders expect. Leaders ensure these pupils have swift access to a range of appropriate behaviour support systems, including through the 'academic reintegration centre'. Leaders have prioritised this aspect of work, and the number of exclusions and suspensions is reducing.

Leaders have established a detailed programme for personal, social, health and economic education. Pupils enjoy opportunities to learn about finance, relationships and health. They engage with the wider community. Pupils throughout the school benefit from regular, focused sessions on careers. Sixth-form pupils praised their teachers for the guidance and support they received. Pupils go on to study a range of courses at university and/or undertake apprenticeships.

Pupils are very positive about the wider opportunities available. Leaders have planned for pupils to engage in a range of experiences. Pupils are keen to attend the many trips and clubs the school offers, such as the 'maths challenge' club, whole-school production and choir rehearsals.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding in the school is strong. Staff are well trained, vigilant and know how to raise any concerns. Leaders are tenacious in safeguarding their community. The safeguarding team is highly skilled and provides timely support, working effectively with outside agencies.

Pupils spoke positively about the support available to them and the creative ways they can access information. For example, they value the app they use to report concerns. Governors are well informed and provide rigorous oversight of the school's safeguarding responsibilities.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, there is insufficient consideration of component knowledge and the sequencing of lessons. As a result, pupils do not achieve as well in these subjects as they could. Leaders should prioritise curriculum development for this small number of subjects.
- In a few cases, pupils' behaviour and conduct do not meet leaders' expectations. This disrupts the otherwise harmonious atmosphere in the school. Leaders should ensure that pupils' behaviour throughout the school is of a consistently high standard.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we the school to be good in November 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	136797
Local authority	Sutton
Inspection number	10255444
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,427
Of which, number on roll in the sixth form	174
Appropriate authority	Board of Trustees
Chair of trust	Sandy Gillett
Headteacher	Maurice Devenney
Website	http://www.chsg.org.uk/
Date of previous inspection	1 and 2 November 2017 under section 5 of the Education Act 2005

Information about this school

- Carshalton High School for Girls is a larger than average comprehensive school.
- Some pupils attend registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school

- Inspectors carried out deep dives in these subjects: science, history, drama, sociology and mathematics. For each deep dive, they discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. Inspectors also considered the curriculum in design technology, computer science and art.
- Inspectors held meetings with the headteacher, members of the senior leadership team, and with members of staff, including early career teachers, as well as a range of pupils.
- Inspectors looked at the school's policies and procedures for safeguarding and supporting pupils' welfare and well-being. This included looking at case studies and reviewing the school's single central record of employment checks.
- Inspectors met with the leaders for SEND, careers education, reading, behaviour and attendance, and pupils' wider development.
- The lead inspector met with governors and trustees, including the chair of the academy trust.

Inspection team

Sophie Cavanagh, lead inspector	Ofsted Inspector
David Bromfield	Ofsted Inspector
Yvonne Chisholm	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023