



Carshalton High School for Girls

CHSG

Community | Harmony | Success | Growth

Excellence: everywhere, every day.



www.chsg.org.uk

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Welcome

Carshalton High School for Girls is a high achieving, non-selective, oversubscribed academy.

Our motto of "Excellence: everywhere, every day" highlights that high achievement, high aspiration, respect and care are at the heart of every thing we do. Our core values of Community, Harmony, Success and Growth highlight the culture and principles that are important to us as a school in educating future generations.

Our last Ofsted inspection in November 2017 judged us as 'Good' in all categories and was extremely positive about many aspects of the school.

The aims of our core values are:

Community

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

Harmony

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

"The school is a happy and safe community where pupils do well and staff are proud to work."

Ofsted

"Carshalton High School for Girls has helped me to push myself, focus more and has taught me new skills. If you work hard, you will do well and you will achieve your dreams."

Lacey - Year 8 student

Success

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

Growth

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

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

Mr M. Devenney
Headteacher

Joining our Community

Choosing an all-girls school

Your daughter will thrive in our all-girls environment, with teaching, pastoral care and support tailored to meet the specific needs of girls.

There is a wealth of significant research highlighting the benefits of all-girls schools. It outlines that girls do far better academically, feel under less pressure and are considerably more likely to make life-long positive friendships.

Carshalton High School for Girls is part of the Girls' Learning Trust. It is the only Trust in the country that focusses on girls' education. The key aim of the school and Trust are to secure outstanding provision and maximise educational opportunities for girls.

Easing the move from Primary to Secondary School

Moving from primary to secondary school is a very exciting time but it can also be an anxious one too. We run an extensive induction programme in the summer term prior to students starting, to ensure they settle in as quickly as possible. We have excellent links with our local primary schools and visits are made to those schools to meet prospective students and their teachers. A New Intake Evening and Induction Day are also held.

Once students have started there are a number of planned activities to help students settle in, get to know others and prepare them for the demands and wonders of secondary school. All students are presented with a mentor from other year groups who they will meet with regularly to discuss any concerns and ask questions of.

"All staff focus on using teaching strategies which are known to work well with girls. This helps teachers to plan effective lessons."

Ofsted

"The strong pastoral structures help staff to identify and deal with issues which may be preventing pupils from learning. Staff know pupils and their families well, which helps to ensure that support is well targeted."

Ofsted

Working in Partnership

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

How to Apply

Girls are admitted in Years 7 to 11. There is no selection test but in Year 7 there are 24 scholarship places available for students who show a particular aptitude in Music or Sport. Full details of our Admissions Policy and the application process, including for scholarship places, can be found on our website.

"My experience at Carshalton High School for Girls has been extremely positive. At the start of the year I easily made friends and settled in quickly. In addition I have really enjoyed all of my lessons and have taken part in a variety of extra-curricular clubs. I have also joined the Student Leadership Group which has helped me learn about leadership and also further improve our school. I'm sure there will be a club or activity that meets your interests."

Amelia-Rose - Year 7 student



A High Quality Learning Community

High quality teaching, a culture of high expectation and exceptional progress are the norms across our school. We know our students learn best when there is high challenge and where teaching is informed by clear objectives and regular recall tests of knowledge.

We expect that all our students will aspire to achieve beyond their potential and through a 'can do' attitude commit to studying beyond normal school hours. Maximising the achievement of every student is our aim through inspirational classroom teaching, an exciting and stimulating curriculum, outstanding support and intervention and a wide programme of extra-curricular activities.

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

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

"In my second year at Carshalton High School for girls I have had an amazing experience. Teachers are accommodating as each day I am satisfied that I have learnt something new. School life couldn't be better as there is a vast amount of support staff to support you if there are any issues. I enjoy being part of our community and cannot wait to make many more memories here."

Jocelyn - Year 8 student



Homework

Our Homework policy encourages further learning opportunities to reinforce what has been covered in lessons but also to enable students to develop independent learning skills. Students are given a wide variety of tasks that help prepare them for their next lesson. Parents can monitor homework set through an online platform that promotes high levels of organisation. Students are expected to complete their homework on time and to a high standard, without exception.

Meeting the Needs of all our Students

As an inclusive school, we ensure the needs of all our students are met of their starting point, so students feel challenge and supported to make greater than expected progress.

High Ability Programme

Students identified as high ability are grouped in some subjects and invited to take part in additional learning opportunities to develop higher order thinking skills over and above what is undertaken in lessons. Key staff ensure that the progress of high ability students is monitored closely.

Curriculum

The aims of our curriculum are linked to the overall aims and core values of the school. The curriculum is structured to provide a coherent programme of study with a wide range of subjects that meet both the demands of the National Curriculum and also celebrates the history and diversity of our local community.

"The curriculum is broad and balanced, and helps to prepare pupils well for further study and future employment. Emphasis is placed on developing pupils' personal and social skills as well as their academic knowledge and skills."

Ofsted



"Teachers have detailed information on how well pupils are doing, which they use to plan the next steps. As a result, pupils make good progress."
Ofsted

Years 7 and 8 (Key Stage 3)

All students follow an enhanced model of the National Curriculum with all subjects being taught discretely, as we believe this is the best preparation for GCSE. From October half term onwards in Year 7, students are set in ability groups in Maths and later in Science.

Years 9, 10 and 11 (Key Stage 4)

In Years 9, 10 and 11, students study the required National Curriculum subjects (English, Maths and Science) and a range of optional courses.

Choosing GCSE Options

In the summer term of Year 8, with guidance and support, students choose their option subjects to study at Key Stage 4 and commence their courses in the Autumn Term of Year 9.

Monitoring and Intervention

The progress of students is closely monitored. Targeted intervention and support, as well as individual programmes are put into place both within subject areas and by pastoral staff where students are not making at least expected progress.



"Our school has a wide range of subjects as well as lots of clubs and trips that give you the opportunity to develop your learning."
Emily - Year 9 student

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

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

Religious Education and Spiritual, Moral, Social and Cultural Development

At Key Stage 3, all students study Religious Education and Citizenship. These subjects can be studied to GCSE.

Personal, Social and Health Education (PSHE) is taught as a discrete subject in Years 7 and 8 and a programme is run for Key Stage 4 students through the tutor time programme and a series of focused drop-down days.

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

"The school is a genuinely inclusive and caring community where pupils from different backgrounds are respected."
Ofsted



A Caring Community

Safeguarding and ensuring positive student and staff wellbeing are key priorities for our community. There are a wide range of support structures and whole school policies to ensure the highest quality provision of care and to ensure the safety of our students.

Our outstanding care and guidance team is comprised of a range of staff including Senior Staff, Year Leaders and Form Tutors. There is a Student Support Centre with non-teaching Pastoral Support Officers and an Attendance and Welfare Officer; these staff are available to give support.

In addition, there is a Careers Lead who works with a wide range of staff to ensure high quality careers education, information and guidance is in place and supports students with GCSE and Post 16 choices. The school holds the Investor in Careers award.

"The school's care and support for pupils is outstanding. Staff understand pupils' needs extremely well and work closely with other agencies to provide extra help, should this be needed."

Ofsted



Students see their form tutors daily, who are the first point of contact for students and parents. In tutor time students follow an extensive and varied programme to develop a variety of skills, such as study and leadership skills. There is excellent provision for students with identified learning needs and those who have English as a second language.

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

Isha - Year 11 student

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

"Pupils develop into confident, mature and articulate young people who have high aspirations and want to succeed."

Ofsted

Rewards and Sanctions

At every opportunity we celebrate the achievements and success of our students in a wide range of areas. A variety of rewards are given to promote positive habits and to recognise when students have been successful.

Students are set a range of criteria to meet to 'graduate' from Key Stage 3 to Key Stage 4 with a Pass, Merit or Distinction award. As they work towards their GCSE's they aim to meet criteria for Bronze, Silver and Gold awards.

In Year 11, hard work, effort and students meeting their individual targets are rewarded with a pink t-shirt that can be worn as a replacement for normal uniform. Our school ethos and culture is built around our core beliefs. Respect and kindness and their associated behaviours must be displayed at all times by students. As ambassadors for the school, high standards of behaviour must also be maintained outside of school.

If the high expectations of behaviour both inside and outside of school are not met, then sanctions are set in accordance with the whole school Good Behaviour Policy.



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

Dinah - Year 10 student

"The behaviour of students is good. Pupils are welcoming and polite to visitors. They show pride in their school."

Ofsted

"The school has a welcoming atmosphere. It is fun and enjoyable and easy to learn."

Ghazalah - Year 13 student

"Parents are positive about the school and the quality of education their children receive."

Ofsted



A Vibrant Community

Extra-Curricular Activities

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

Each term the school publishes a programme of activities.

We start early with computer rooms and the Learning Resource Centre (LRC) open from 8am for homework, reading and research activities. These facilities are open during break, and after school. There is also homework club after school. Breakfast is available from 7.30a.m in the canteen.

The school has strong links with a number of businesses and organisations that provide excellent opportunities for students. These include The Royal Academy of Art, The Royal Academy of Dance, British Airways, the Jack Petchey Foundation and a number of universities.

"An excellent range of enrichment opportunities contribute strongly to pupils' all-round development."

Ofsted

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

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"CHSG is a very nice and welcoming school. It is friendly with kind, experienced teachers and staff help you to settle into the school."

Aleisha - Year 7 student





Developing Student Leadership

A holistic approach to development of the individual is a key area of focus here at CHSG. A vast range of opportunities are in place to enable students to develop leadership by taking on additional responsibilities. We believe students should have a voice in their school and student leadership groups in each year provide a channel for their voice to be heard.

Students also take on a range of responsibilities such as ambassadors, prefects, house and sports captains, student receptionists and LRC assistants to name but a few.

The House System

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

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

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

Ofsted



“At CHSG, we are a diverse school and accept all different cultures and beliefs. As a school we care about everyone and try to get students involved in running the school. This enables us to be more mature and get a taste of leadership. With our different cultures we take into consideration all opinions and needs and that’s why I think CHSG is a very student-led and modern school.”

Jessica - Year 8 student



An Active Community

Trips and Visits

A wide range of residential and day trips are offered to students each academic year. These include a ski trip, sporting PGL trips, careers trips, Geography trips, Theatre trips, Museum trips, Battlefields trip and many more.

Community Links

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

Stakeholder Voice

The school is committed to gaining the views of all its stakeholders. Opinions on all aspects of school life are gathered on a regular basis through questionnaires, student and parent focus groups.

Those views are used to help us evaluate and review our policy and practice.

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

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"Teachers will give you support no matter what and older students will give you advice and guidance throughout the year. From my experience of coming from a different country I have felt supported and taken care of by the teachers and students and everyone has made me feel comfortable here."

Beatriz - Year 9 student



“Parents are positive about the school and the quality of education their children receive.”

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“The headteacher and leadership team have high aspirations for the school. They are strongly supported by governors and staff.”

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