

# Nonsuch High School for Girls Profile



## Nonsuch High School for Girls

Ewell Road, Cheam

Sutton, Surrey, SM3 8AB

Telephone: 020 83941308

<http://www.nonsuchhigh.co.uk>

Local Authority:	Sutton
Age range:	11-18
Number of pupils:	1223
Head teacher:	Mrs G D Espejo
Chair of governors:	Mrs D S Evans

## What have been our successes this year?

Ofsted (2008) judged Nonsuch to be "good ... with many outstanding features" and went on to say that "the school has an excellent atmosphere of 'friendly learning' and a strong academic and moral ethos".

Our successes in 2007-2008 include:

- a successful one day reduced tariff inspection in January 2008
- the continuation of excellent examination results at all levels in the school and very impressive results for the first cohort sitting triple Science GCSE (78% A\*/A)
- 77% of Sixth Form leavers achieving a place at their first choice of University
- the successful reintroduction of work experience for all year 11 pupils during the summer term
- the continued success of science specialist status, both within the school and the local community and increased participation in the Arts Award
- excellent contribution to the wider community through charitable fund raising of over £20,000
- further staff training and personalisation of the curriculum to challenge and stretch gifted and talented students in school

- the improvement to the outside recreational facilities including bike sheds and a covered area for eating outside
- a series of events to mark the seventieth birthday of the school

## What are we trying to improve?

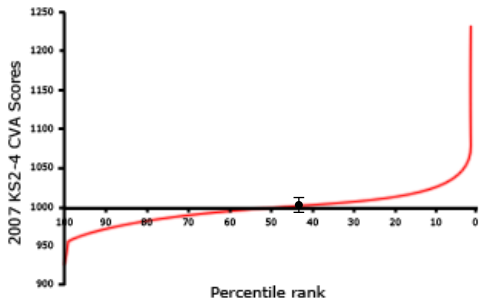
Some of the *shorter term* priorities for the school are:

- to look at ways of improving the achievement of some pupils with lower prior attainment in English
- to develop the use of the managed learning environment (MLE) to promote independent learning
- to change the way in which we report to parents on their daughter's progress, including academic review days and regular progress reviews

*Longer term* priorities include:

- improving further the fabric of the school building to create a more welcome foyer area, a better equipped medical centre and ultimately a performing arts space
- applying for and achieving our second specialism

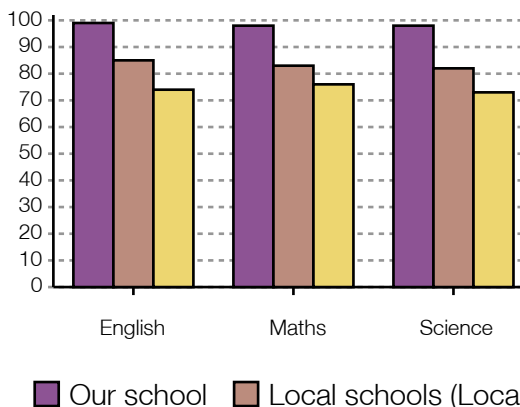
## How much progress do pupils make between 11 and 16?



- Our School      I Confidence interval

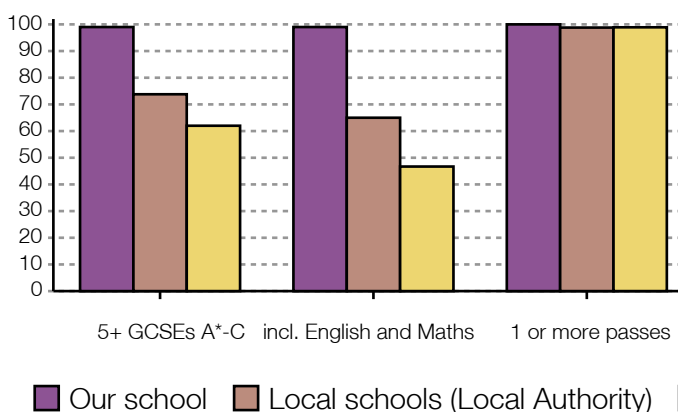
The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

## How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2007. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

## How well do our pupils achieve at age 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2007 achieved 5 or more GCSEs (and equivalent) at grades A\*-C, 5 or more GCSEs (and equivalent) at grades A\*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A\*-G.

## How have our results changed over time?

Attainment in all Key Stages continues to be significantly above the national average when compared with all other state schools and with other comparable schools. Non-contextualised value added places the school in the top 3% nationally. 100% of pupils achieved 5 A\*-C grades at GCSE including English and Mathematics. On average, students took 11.6 GCSEs and achieved an uncapped GCSE point score of 612.4, which was significantly above the national performance. The capped GCSE (best 8) performance was equally commendable at 435.9 points (versus 307.8 nationally). Contextual Value Added (CVA\*), when measured from Key Stage 2-4, remains consistent at 1004.4 placing the school in the top 38% of schools nationally. No particular social, economic or ethnic group performed significantly above or below this CVA score. Performance in Mathematics in terms of CVA and relative attainment from Key Stage 2-4 is significantly above the national average. Performance in English against these 2 measures identifies some underperformance which is being addressed by the school.

(\*CVA sets actual progress against expected progress based on the social and economic background of the pupil concerned)

## **How are we making sure that every child gets teaching to meet their individual needs?**

We are continuously working to ensure that individual pupils' timetables match their ability. Moves in this direction in 2007-08 include:

- the continuation and extension of fast track Maths and German teaching at GCSE and AS level, with impressive results in both subjects
- the identification of pupils with particular gifts or talents and appropriate provision for them
- the continued contraction of Key Stage 3 to two years for English and Maths
- the provision of Advanced Extension Awards in 10 subjects (all three sciences, History, RS, Classics, German, English)
- support and mentoring for pupils with English as an Additional Language
- the full introduction of Critical Thinking to all students in both Years 12 and 13, replacing General Studies
- the maintenance of the breadth of subject choice at both Key Stages 4 and 5
- improved provision for pupils with issues of physical mobility including two lifts in school and staff dedicated to help pupils with specific difficulties

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## **How do we make sure all pupils attend their lessons and behave well?**

**"Attendance and behaviour are exemplary and students feel safe in school" (Ofsted, Jan 2008)**

Attendance is monitored through:

- daily computer registration each afternoon in form groups and in every lesson and a paper registration and form time each morning
- calls home in cases of unexpected absence
- on-line parental access to daughter's attendance record, updated daily
- letters home for pupils who fall below expected levels of attendance
- celebration of very good levels of attendance

Behaviour across the school is excellent and is one of the major factors contributing to the continuing success and harmony of the whole school community. Staff and pupils work with one another, and there is a real sense that the whole school community is striving for the same goals. This is evidenced by the very calm working atmosphere in school during lesson times and the safe

movement between lessons. We achieve these high standards of behaviour by having simple and unambiguous school rules, and by consistently implementing them on a day-to-day basis. For unacceptable behaviour, we exclude for a fixed period. In 2007-08, there were 14 fixed term exclusions and one permanent exclusion.

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## **What have pupils told us about the school, and what have we done as a result?**

**"(Students) feel that they are consulted over the running of the school and their views are taken seriously." (Ofsted, Jan 2008)**

We sought pupil views through the following channels in 2007-08:

- a newly formed group called "Pupil Perspectives", with representatives from several year groups observing lessons and feeding back to teachers on what makes effective teaching from a pupil point of view
- an active school council with representatives from all year groups
- a democratically elected Sixth Form Students' Association
- questionnaires and surveys
- regular contact between prefects and the management of the school
- years 12 and 13 completed an extended questionnaire through the ALIS (Advanced Level Information Systems) scheme
- consultation with pupils about the vision for the school for the next ten years

As a result of pupil views we have:

- begun the discussion with pupils about what makes good teaching
- provided a covered seating outside the canteen and other seating outside
- introduced twilight study (open to all pupils) each evening during term time to allow pupils to study/complete homework in school

## How are we working with parents and the community?

**"The school is very active in seeking and acting on parents' views and has developed sound channels of communication, including a website and weekly e-mails to parents ..." (Ofsted, Jan 2008)**

The school seeks to maintain open and effective links with parents through:

- weekly e-mail communication, an informative website and comprehensive and regular newsletters from the Headteacher
- a culture which understands the importance of responding promptly, openly and fully to parental concerns
- canvassing the views of parents regularly at parental consultation evenings
- active and supportive Governing Body and PTFA
- consultation on the vision of the school for the next ten years

Through parental questionnaires, we have recently changed the reporting system substantially.

We maintain good links with the local community by:

- making the most of our Science Specialist status (e.g. U3A, with teacher delivering some of the lectures, Science Careers Evening, Astronomical Society, Local Schools etc.)
- responding to issues arising in the local community promptly
- having on the staff a teacher responsible for community cohesion

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## What activities and options are available to pupils?

**"The key to the school's success is providing its students with a stimulating and supportive environment that helps them develop into confident, articulate and responsible young citizens." (Ofsted, Jan 2008)**

The school is proud of its extracurricular provision including:

- a wide range of clubs and societies, including Arts Award and Combined Cadet Force
- an extensive selection of extracurricular sport and Sports Leadership schemes, including Ballgirling at the Queen's Club Championships
- a range of orchestras, bands, choirs and drama groups who all perform regularly
- a House system
- numerous visits to galleries, theatre, opera, ballet and lectures
- foreign language study visits, Politics Trips to the US/Russia, Geography trips to Iceland

and China

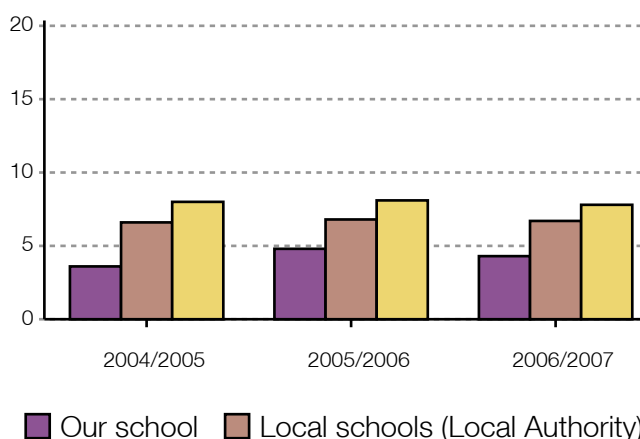
- extensive student led fundraising through the Active Citizenship committee
- lectures, talks and mock elections in school to develop political literacy

Pupil options include:

- wide range of curricular foreign languages on offer, of which all pupils at KS3 study two
- twilight study of Mandarin for year 8 beginners
- twilight study of Italian for year 10 students
- Astronomy, Ancient Greek, three technology options, full and short course GCSEs, Advanced Extension Awards

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### How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

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### How do we make sure our pupils are healthy, safe and well-supported?

"Through personal, social, health and citizenship education, students acquire a very good awareness of the issues relating to health and personal safety ..." and "Academic guidance is excellent and is based on a thorough knowledge of students' progress, ..." (Ofsted, Jan 2008)

In order to ensure pupils are **healthy, safe and well-supported** we:

- keep a focus on health in its broadest sense
- employ two nurses and plan to build a new medical centre with enhanced facilities
- enjoy outstanding sporting facilities
- timetable two hours of sport and leisure a week in years 7 to 11

- have a safe, secure and well-maintained site with CCTV, controlled entry system and cashless catering
- use computerised registration to identify absence from lessons and contact parents early in the school day to clarify unexplained/un-notified absence
- provide pupil progress reports and have piloted academic mentoring meetings between pupils, parents and form tutors
- support pupils effectively in major decisions at significant moments in their school career (GCSE and AS options, UCAS procedures etc.)
- make available a representative from Connexions to advise pupils on career choices
- access local authority services to support individual student needs

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## What do our pupils do after year 11?

**"Progression of students from year 11 to sixth form is very high at 90%." (Ofsted, Jan 2008)**

In 2007-08, all pupils opted to continue in full time education after year 11 and the majority stayed on in the Sixth Form at Nonsuch. The school offers a broad curriculum post-16, and during 2007-08, Critical Thinking became a compulsory subject for all sixth form students.

Some pupils opt to leave Nonsuch at the end of year 11. All of these in 2007-08 continued their education elsewhere (due to subject combinations, because they want a change or because they did not achieve the minimum GCSE Average Point Score (APS) to remain in the Sixth Form here).

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## What have we done in response to Ofsted?

The last Ofsted report, which graded the school overall as **"good ... with many outstanding features"** (Jan. 2008) contained two targets for improvement, namely:

1. greater targeted support for students with lower prior attainment in English
2. more rigorous monitoring of progress and checking learning in all lessons of those students who are less confident

Our response since January 2008 has been:

1.
  - a. to appoint a senior member of staff to oversee English as an Additional Language provision
  - b. to introduce Cognitive Ability Tests (CATs) in years 7, 8 and 9 to provide data on baseline ability levels
  - c. to make fuller use of reading and spelling age data
  - d. to re-order the Key Stage four English curriculum to focus more on examinations and less on

coursework

e. to re-examine our entry criteria at year 7

2.

a. to re-emphasise the importance of monitoring pupil progress in lesson observations

b. to introduce more frequent progress reviews to detail actual progress against expectations

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# Information about our sixth form

## Our results this year

### At A2:

- 100% pass rate: 82% A or B grade
- 100% gained three A Level passes
- 8 students gained 5 A Levels at Grade A
- 10 gained 4 A Levels at Grade A
- 9 students achieved Oxbridge places
- 16 students gained places for Medicine / Veterinary Science / Dentistry
- 14 students achieved Distinction at AEA Level, 25 achieved Merit

### At AS:

- 99.2% pass rate: 77% A or B grade
  - 1 achieved 6 AS Levels at Grade A
  - 21 achieved 5 AS Levels at grade A
  - 19 achieved 4 AS Levels at grade A
  - 14 Year 11 students achieved AS Level passes in German (out of 15)
  - 40 Year 11 students achieved AS Level passes in Mathematics (out of 40)
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## How have our results changed over time?

Ofsted (Jan. 2008) said 'Students' progress is good with exceptionally high standards. A very high percentage of students take 5 AS levels and 4 A levels and a significant number gain high A/B grades in their subjects. Teaching and learning are good because teachers engage students in their learning and help them develop good analytical and critical thinking skills.'

The four year trend shows a continued improvement in achievement at the highest grades:

### Percentage of A2 grades at A and B (excluding General Studies or Critical Thinking)

71% (2005)

74% (2006)

80% (2007)

82% (2008)

### Percentage of AS grades at A and B (excluding General Studies or Critical Thinking)

82% (2005)

74% (2006)

71% (2007)

77% (2008)

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## What have been the successes of the sixth form this year?

Some of the most important successes in the Sixth Form in 2007 - 08 were:

- Continuing high examination success
- An extensive pastoral and enrichment programme. Seminar sessions have included personal safety, driving awareness, economic well-being. Study skills programme introduces time management, revision techniques, memory skills and physical well-being.
- Over £10,000 raised in the school's third Rag Week, which encourages active citizenship, responsibility, innovation and strengthens the Sixth Form's sense of community.
- Student surveys show very high satisfaction rates in most areas (particularly positive responses concerning higher education)

- 10 Advanced Extension Award (AEA) subjects offered

- Nonsuch is a leading school in the provision of Critical Thinking with both AS and A2 Level taught throughout the Sixth Form. These courses develop clarity of thought, reasoning skills and the ability to evaluate arguments and evidence. Results are well above average: 73% A-C grades at AS level (50% A and B grades) and 65% A-C grades at A2 level (29% A and B Grades). These results are significantly above national attainment.

- 77% of students achieving their first choice of University place

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## What are we trying to improve in our sixth form?

### Areas we are looking to improve upon further:

- Moving to three Report Cycles per year and centralised Progress and Tracking Data on each student. Introduction of Academic Review Days to discuss progress and set targets.
- Greater attainment in Critical Thinking at A Level and further development of Critical Thinking skills across the academic disciplines and through the rest of the school
- Promote the Arts and Humanities within the Sixth Form to achieve a more balanced post-16 curriculum, through Arts and Humanities Careers Fairs and the ultimate accreditation of Artsmark

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## What do our students do after leaving the sixth form?

**Ofsted (Jan. 2008) said, 'Students enormously value the guidance they receive on their UCAS applications and the school is rightly proud of its record of successful higher education destinations, especially for those students progressing to Oxbridge.'**

The vast majority (99%) of students proceed to courses at University, Art Foundation College (7 in 2008), Music Colleges and other Higher Education Institutions (1 to nursing in 2008)

A few students choose to take a Gap Year, either in the UK or abroad, taking up a university place in the following year

At University, students read a wide range of subjects including Archaeology, Philosophy, Arabic, Biomedical Engineering, Fashion and Art. A significant number read Medicine, Dentistry, Veterinary Science and Law.

## **More Information**

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 020 83941308

Our website <http://www.nonsuchhigh.co.uk>

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