

# 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:	1241
Head teacher:	Mrs K Rowsell
Chair of governors:	Mrs D S Evans

## What have been our successes this year?

Our successes and in 2009-10 include:

- the best ever GCSE examination results (84.7% of all grades were either A\* or A)
- 73% of Sixth Form leavers achieving a place at their first choice of University
- significant impact of Science and Languages Specialist status within the school and local community
- the School Sports Coordinator scheme, working with pupils in local primary schools to increase the uptake of sport
- participation in the Arts Award and achievement of the Silver Artsmark
- excellent contribution to the wider community through charitable fund raising of over £14,000
- further staff training on learning styles and personalisation of the curriculum, including building learning power, to challenge and stretch gifted and talented students in school
- introduction of the Extended Project Qualification pilot in the Sixth Form
- rolling programme of refurbishment to the school (new windows to the Quad, two new meeting rooms, new languages media centre and a long jump pit)

- extending the celebration of achievement ceremonies to encompass all year groups
- achievement of the Investors in People award
- a review of the KS4 curriculum for implementation in 2012
- enhanced programme of musical events

## What are we trying to improve?

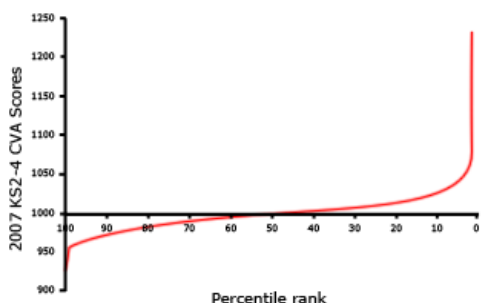
Some of the *shorter term* priorities for the school are:

- to continue to support pupils with lower prior attainment in English
- to develop the use of the managed learning environment (MLE) to promote independent learning
- to move to the next level of the Investors in People accreditation
- to complete wireless access and information hubs around the school
- to finalise our review of the KS5 curriculum
- to improve the conservation area, pond and main school quad

*Longer term* priorities include:

- improving further the fabric of the school building to create a performing arts space and better Sixth Form facilities
- to extend the development of leadership potential throughout the school, with particular focus on middle management
- to re-design the school's website to make it more interactive and informative

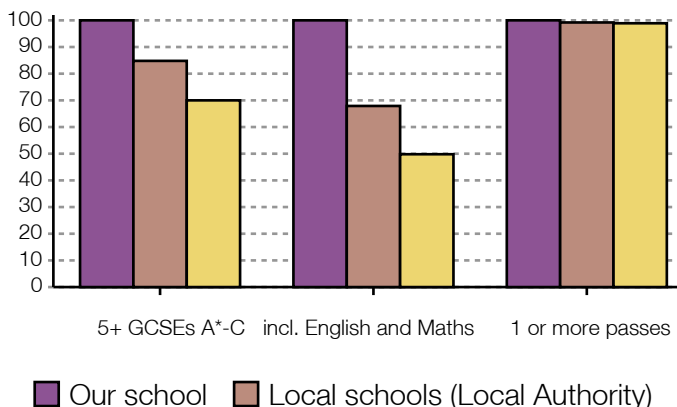
## How much progress do pupils make between 11 and 16?



- Our School
- ▮ 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 16?



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2009 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 comparable schools. Non-contextualised value added places the school in the top 2% 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 638 (significantly above the national performance (411.0)). The capped GCSE (best 8) performance was equally commendable at 446.9 points (versus 314.4 nationally). Contextual Value Added (CVA\*), when measured from Key Stage 2-4, retains a positive trend at 1009.5 placing the school in the top 29% of schools nationally. 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 identified some underperformance which was addressed by the school and which led to significant improvement in our CVA percentile ranking in English from 86 (2007) to 39 (2009) to 68 (2010). It remains a target for improvement.

(\*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. During 2009-10, significant measures included:

- slight amendments to fast track Maths and German teaching at GCSE and AS level, with impressive results in Maths. Results for the German group were less impressive and this initiative has been dropped as of 2011.
- 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 and the introduction of a two year KS3 for Science

- support and mentoring for pupils with English as an Additional Language
- the continuation of Critical Thinking for all students in both Years 12 and 13 and a significant improvement in the higher grades
- the maintenance of the breadth of subject choice at both Key Stages 4 and 5

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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 2009-10, there were 28 fixed term exclusions (this represents 14 days in total) and no permanent exclusions.

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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 a range of channels in 2009 - 10:

- pupils created their own video of their vision for the school, based on discussions at School Council and in form groups
- the active school council with representatives from all year groups
- a democratically elected Sixth Form Students' Association
- questionnaires and surveys, the pupil survey having been redrafted by the school council
- regular contact between prefects and the management of the school, including weekly meetings between the school officials and the Head
- end of course evaluations and surveys in the Sixth Form

As a result of pupil views we have:

- conducted extensive discussions about the school coat for students in KS4
- discussed prices and food options with our lunch providers as part of the School Council's work

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## **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 Head
- the introduction of a longer, termly newsletter including photographs and articles about the life of the school
- 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 and feeding back the results of surveys in full
- active and supportive Governing Body and PSFA

We maintained good links with the local community during 2009-10 by:

- making the most of our Science Specialist status (e.g. U3A, Science Careers Evening, Astronomical Society, Local School links etc.)
- developing links with local primary schools through our Languages Specialism and a programme of Sixth Form work experience in Belgium
- 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?**

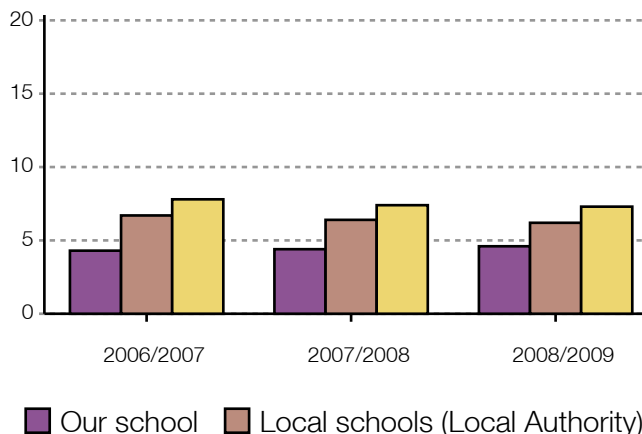
The school is proud of its extracurricular provision which includes:

- 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 AEGON Championships each summer
- a range of orchestras, bands and choirs and drama groups
- a House system with competitive sporting, musical and drama events
- numerous visits to art galleries, the theatre, opera, ballet and lectures
- trips abroad including 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

Noteworthy curricular options in 2009 - 10 include:

- the wide range of curricular foreign languages on offer
- twilight study of Mandarin for students across a range of year groups
- twilight study of Italian (leading to GCSE) for year 10 students
- Astronomy, Ancient Greek, three technology options, Critical Thinking in the Sixth Form, piloting of Extended Project Qualification

## 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?

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

- keep a focus on health in its broadest sense, covering both physical and emotional health issues
- employ two nurses and have built a new medical centre with enhanced facilities
- enjoy outstanding sporting facilities
- timetable two hours of sport and leisure per 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 very effectively in major decisions at significant moments in their school career (GCSE and AS options, UCAS procedures etc.)
- make available a representative from Connexions on a weekly basis to advise pupils on career choices
- access local authority services to support individual student needs

## 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 2009-10, 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.

Some pupils (31 in 2009-10) opt to leave Nonsuch at the end of year 11. All of these 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 during 2009-10 has been:

1.
  - a. to appoint a trained 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 for Transfer to High School 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

# Information about our sixth form

## Our results this year

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 sustained attainment of the highest grades at A2 level:

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

80% (2007)

82% (2008)

87% (2009)

Percentage of A\* to B grades as of August 2010

87% (2010)

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

71% (2007)

77% (2008)

77% (2009)

72% (2010)

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## How have our results changed over time?

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

Some important successes in the Sixth Form in 2009 - 10 were:

- Continuing high examination success
- An extensive pastoral and enrichment programme. Seminar sessions include personal safety, driving awareness and economic well-being. Study skills programme introduces time management, revision techniques, memory skills and physical well-being.
- Over £5,000 raised in the school's fourth RaG Week, encouraging active citizenship, responsibility, innovation and a sense of community.
- Student surveys show very high satisfaction rate in most areas with 90% happy in the 6th Form
- Nonsuch is a leading school in the provision of Critical Thinking with both AS and A Level taught throughout the Sixth Form. These courses develop clarity of thought, reasoning skills and the ability to evaluate arguments and evidence.
- 73% of students achieving their first choice of University place with 88% achieving either their first or second choice

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

Areas we are looking to improve upon further:

- 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
- Extend curriculum provision by piloting the introduction of the extended project qualification (EPQ) which give students the opportunity to develop independent learning skills by researching an area which interests them
- Promote more the Arts and Humanities in the Sixth Form to increase the uptake in these curriculum areas
- Develop further Sixth formers' use of the virtual learning environment
- Make greater use of IT to support learning via e.g. laptops, wireless hubs etc.

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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, Music Colleges and other Higher Education Institutions. 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.

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## 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:

null 020 83941308

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