

Nonsuch High School for Girls Profile

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Nonsuch High School for Girls

Ewell Road, Cheam

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

Local Authority:	Sutton
Age range:	11-18
Number of pupils:	1230
Head teacher:	Mrs K Rowsell
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 and significant changes in 2008 – 09 include:

- the best ever GCSE examination results (84.4% of all grades were either A* or A)
- 77% of Sixth Form leavers achieving a place at their first choice of University
- the continued success of science specialist status, both within the school and the local community and increased participation in the Arts Award
- the achievement of Languages Specialist status
- excellent contribution to the wider community through charitable fund raising of over £14,000
- further staff training and personalisation of the curriculum to challenge and stretch gifted and talented students in school
- the refurbishment of the school's entrance foyer and the development of a new medical centre

- a series of events to mark the retirement of Mrs Espejo, Headmistress of Nonsuch for the last fourteen years
- the recruitment of a new Headteacher
- the introduction of academic mentoring days for all year groups
- Open Days and testing planned for earlier in the year for 2010 entrants to the school

What are we trying to improve?

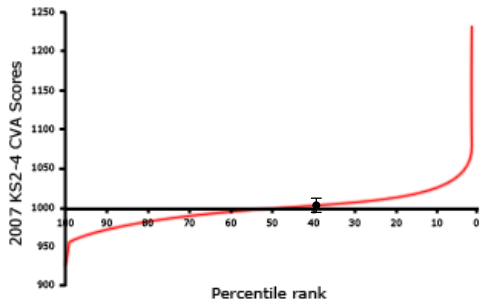
Some of the *shorter term* priorities for the school are:

- 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 achieve Investors in People status

Longer term priorities include:

- improving further the fabric of the school building to create a performing arts space and better Sixth Form facilities

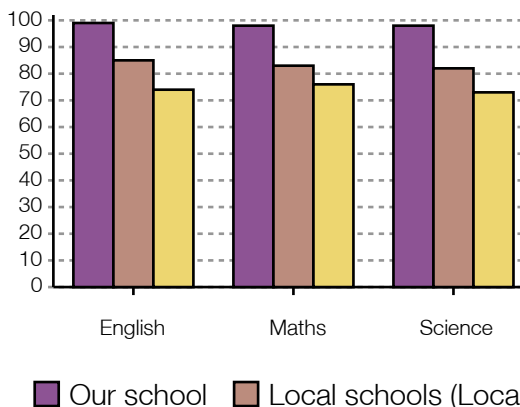
How much progress do pupils make between 11 and 16?



- Our School I Confidence interval

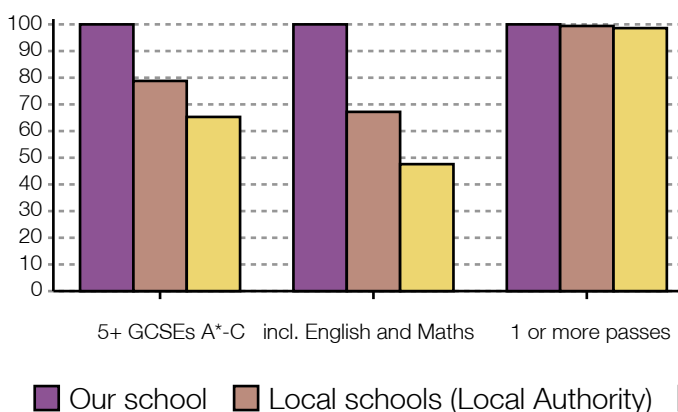
The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which 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 2008 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 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 639.1, which was 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, is on an upward trend at 1012.8 placing the school in the top 23% 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.

(*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 2008-09, significant measures included:

- 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
- 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
- improved provision for pupils with issues of physical mobility including two lifts in school and staff dedicated to help pupils with specific difficulties

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 2008-09, there were 20 fixed term exclusions (this represents 10 days in total) and no permanent exclusions.

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 2008 – 09:

- 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 all year groups about marking of work

As a result of pupil views we have:

- 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
- conducted a major review looking at the consistency of marking across the school which is now a priority for improvement in 2009-10

How are we working with parents and the community?

"The school is very active in seeking and acting on parents' views ..." (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 and feeding back the results of surveys in full
- active and supportive Governing Body and PTFA

As a result of our links with parents we have recently changed the reporting system substantially. "I am kept well informed about my daughter's progress" was an area of concern in parental surveys

over a couple of years and we have worked this year to introduce a more frequent reporting schedule and academic mentoring.

We maintained good links with the local community during 2008-09 by:

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

What activities and options are available to pupils?

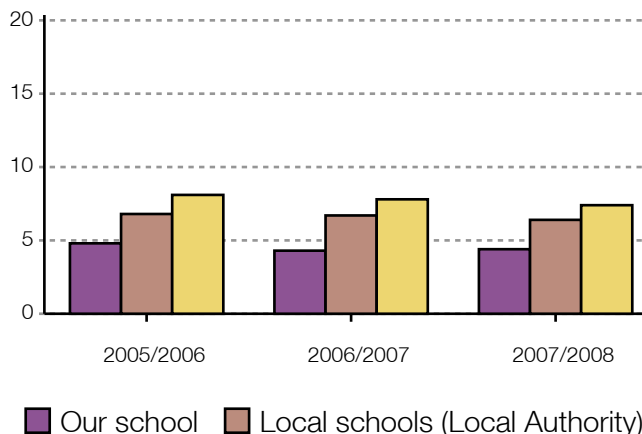
The school is proud of its extracurricular provision which includes:

- 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 who all perform regularly
- 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 2008 - 09 include:

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

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.

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

"Students acquire a very good awareness of the issues relating to health and personal safety." "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, 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 activity 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 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 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 2008-09, 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 opt to leave Nonsuch at the end of year 11. All of these in 2008-09 continued their education elsewhere (due to subject combinations, because they wanted a change or because they did not achieve the minimum GCSE Average Point Score (APS) to remain in the Sixth Form here).

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 2008-09 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 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

At A2:

- 100% pass rate: 87% A or B grade
- 99% gained three A Level passes
- 1 student achieved six A Levels at Grade A
- 12 students gained 5 A Levels at Grade A
- 19 gained 4 A Levels at Grade A
- 18 students achieved Oxbridge places
- 13 students gained places for Medicine / Veterinary Science / Dentistry
- 14 students achieved Distinction at AEA Level, 25 achieved Merit

At AS:

- 99.5% pass rate: 77% A or B grade
 - 2 achieved 6 AS Levels at Grade A
 - 17 achieved 5 AS Levels at Grade A
 - 28 achieved 4 AS Levels at Grade A
 - 19 Year 11 students achieved AS Level passes in German (out of 19)
 - 46 Year 11 students achieved AS Level passes in Mathematics (out of 46)
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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)

74% (2006)

80% (2007)

82% (2008)

87% (2009)

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

74% (2006)

71% (2007)

77% (2008)

77% (2009)

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

Some important successes in the Sixth Form in 2008 - 09 were:

- Continuing high examination success
- An extensive pastoral and enrichment programme. Seminar sessions include personal safety, driving awareness, economic well-being. Study skills programme introduces time management, revision techniques, memory skills and physical well-being.
- Over £4,000 raised in the school's third 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
- 10 Advanced Extension Award (AEA) subjects

- 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. Results are well above average and there is a noted improving trend in the higher grades: 80% A-C grades at AS level (45% A and B grades) and 78% A-C grades at A2 level (48% A and B Grades). These results are significantly above national attainment.
- 64% of students achieving their first choice of University place with 89% 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
- Promote the Arts and Humanities in the Sixth Form to achieve a more balanced post-16 curriculum
- To use ICT more effectively to provide better access to information for the Sixth Form community

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 (9 in 2009), 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.

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

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