

The School Profile 2011

based on data 2009/2010



Connaught

School for girls

The school profile is a short electronic document that replaces the governors' annual report and removes the requirements for the annual meeting with parents.

There are eleven sections to the profile. The numerical data given is based on the Key Stage 4 validated data for 2010 published by Ofsted and The Department for Education in February 2011.

John Buniak
Chair of Governors

What have been our successes this year?

At KS4, the % of 5A* - C continues to improve :-

	2004	2005	2006	2007	2008	2009	2010
School	52%	59%	59%	67%	72%	74%	74%
National				60%	64%	68%	68%

For all these years, the percentages have been above the local and national average

The % of 5A* - C including English and Maths also continues to improve

	2004	2005	2006	2007	2008	2009	2010
School	39%	47%	48%	57%	62%	63%	65%
National				46%	48%	50%	54%

This is especially good news as 5 A* - C grades including English and Maths is needed by pupils for college entry. These percentages are all above the local average and the national average.

As stated in the Ofsted report, Nov 2007, specialist status targets have been surpassed. At KS4 in 2010 we surpassed targets for girls nationally and locally.

Languages	School	74%
	National	28%

In Fast track French taken at the end of Year 10, 28 pupils out of 29 gained a A-C grade with 9 pupils achieving an A grade and 10 pupils achieving an A* grade. One pupil took Fast track German and achieved a A* grade. In Classics taken at the end of Year 9 5 out of 6 pupils gained a C grade.

There has been an improvement in pupil behaviour with exclusion figures declining and attendance figures which average 96% are much above the national average of 92%.

What are we trying to improve?

We have seen improvements over the past three years, the leaders and managers realise that they are capable of sustaining these levels and are able to develop even further.

For further development, SLT is to lead work to improve practice in the following areas

- Further work on assessment & tracking
- Behaviour for learning
- Classroom practice
- Enrichment
- Learning environment
- Communication with parents
- Personalised learning
- Staff/Leadership Management

How have our results changed over time?

As well as our successes with our % 5 A* - C GCSE, results in the core subjects stay consistently high .

In English, 2008: 78 %	2009: 71%	2010: 79% (National 68%)
In Maths, 2008: 68%	2009: 71%	2010: 69% (National 63%)

The figure for value added is very high from KS2 to KS4.

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

If lessons are well planned and resourced this aids achievement and behaviour for learning will be good. Further developing an ICT strategy across the school will enrich the learning experiences in all subjects.

Pupils who are gifted and talented are offered opportunities to take part in whole school competitions or challenges and to visit universities. There are booster classes for pupils on the borderline of level 4/5 at KS3 and C/D borderline at GCSE. Pupils are also offered opportunities in the Aim Higher programme where they are able to see the advantages of college education.

Our learning mentor sees many pupils either in a group situation or individually. Staff can refer pupils to get this extra support or some pupils ask for this help. Pupils also regularly meet with their tutors and Heads of Year to discuss their progress .We have found that if pupils, staff and parents use the school diary on a regular basis this helps achievement and ensures a good level of monitoring. Pupils with special educational needs have individual educational plans regularly reviewed by staff.

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

Our school meals are prepared from only fresh or chilled foods. This means varied menus and the pupil uptake is high and increasing. We have no tuck machine or drinks machines. There are many water coolers around the school and we encourage pupils to drink water during the school day. Our breakfast club is growing in popularity, with a number of pupils arriving early to enjoy healthy muffins, waffles or a cooked breakfast.

In assemblies, tutor time and citizenship lessons incidents are discussed and safety is emphasised. At break time, lunchtime and after school we have duty staff around the school and at the school entrances. We have improved our security at our external doors and our new

CCTV has proved invaluable in tracking incidents. Also at lunchtime, we have a midday assistant to monitor the few pupils who go home or who wish to go to the annexe building.

An important part of our ethos is that pupils feel that they are able to talk to any member of staff. Usually this is their tutor or Head of Year but sometimes a pupil will have a good relationship with a subject teacher. In Years 10 & 11, pupils are able to have a staff mentor to support and encourage their work.

How are we working with parents and the community?

The diary is our most important tool of communication. The diary is signed by tutors and parent/ carer weekly & there are regularly checks by staff.

Some pupils have a tracking card and parents are asked to sign and comment daily to encourage improvement in the pupil's progress.

To celebrate good work or effort, subject cards are sent home. This is a new addition to our rewards procedures & the feedback is very positive.

A newsletter is distributed at the end of each half term, this informs parents of forthcoming events and celebrates the pupils' achievements over the past half term.

Parents are able to check their daughter's progress on four occasions: there are 3 sets of reports, one each term & one parent evening spaced to give maximum coverage over the school year.

Our links with our local primary schools continue to be strong with our work as a language college

What activities are available to pupils?

The learning resource centre is open before school, at lunchtime and after school where pupils can complete homework or do research. Breakfast club is also open before school.

There is a wide selection of clubs including subject-based clubs and others such as chess, gospel choir and debating.

There are instrumental music lessons for violin, cello, flute and a jazz band. After school, PE clubs teach football, karate and there are other activities such as "Go Girls" and links with Leyton Orient football club.

Pupils from Year 10 take part in the Duke of Edinburgh scheme and are to soon go on a field trip to South Wales Many Year 10 pupils have been awarded their bronze award.

Many subject specific visits are organised such as visits to art galleries, museums,

the Belgian war graves and fieldwork in Epping Forest and along the Essex coast. There are also language visits to France, Germany or Spain. Visits to universities and taster sessions of college courses are well attended on Saturdays and every Year 11 pupil goes on two weeks' work experience.

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

We have an active school council with representatives from each tutor group and led by three Year pupils. In March 2011, we gave questionnaires to all staff, parents and pupils, the feedback was very positive but comments given by pupils have also helped school planning

At school council meetings, pupils regularly tell us that they want consistency about the rules and procedures. We have continued our work, reviewing the behaviour policy with staff and pupils using an agreed list of rules and procedures for lessons.

Pupils have been involved in choices about changes to the premises, such as redecorating the corridors and planting areas in the playground.

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

Our attendance levels are high. We have first day calling to check absences and clear procedures about lateness in school. In the senior school, detentions are given on the same day if a pupil is late. Registers are taken in each lesson. If there is an unexplained absence this is reported to the main office and a senior teacher will investigate.

The pupils were fully involved in the formation of the school's behaviour policy. Staff are encouraged to clearly warn pupils about any incidents of disruptive or off task behaviour. When a pupil is giving concern regarding their progress, they are given a tracking card which is signed by each subject teacher and checked by their Head of Year several times a day.

What do our pupils do after year 11?

Generally a very high proportion of our pupils go on to college and many then go onto university. We keep in touch with pupils who are at London, Cambridge and Oxford universities as these pupils often help with our G&T programmes.

In 2010, 118 out of 120 pupils, 92.5% of our Year 11 pupils went onto further education. The remaining two pupils, one went into training and the second moved out of the area.

The largest number of the girls who went into further education went to Leyton College, followed by George Monoux college. Smaller numbers went to other colleges such as City & Islington, Redbridge, Tower Hamlets and Waltham Forest.

What have we done in response to Ofsted?

- Improved assessment in the form of three reports for each year group per academic year, used to monitor progress against challenging individual targets and to provide pupils with information about what they need to do to improve.
- Increased monitoring of teaching & learning to ensure that standards are of a consistently high standard
- Improved standards and provision for ICT, both higher achievement levels in the Subject and ICT across the curriculum