

Connaught School for Girls Profile

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Connaught Road
London, London, E11 4AB
Telephone: 020 85393029

Local Authority:	Waltham Forest
Age range:	11-16
Number of pupils:	600
Head teacher:	Mrs Ann Betts
Chair of governors:	Mr Nigel Patterson

What have been our successes this year?

Results at KS3 are improving. There has been an increase in the percentage of pupils gaining level 5 or above in all the core subjects.

In Maths, 2003 61%, 2004 69% & 2005 72%. of pupils achieved level 5 or above, over 3 years, increase of 11%.

In Science, 2003 58%, 2004 69% and 2005 75% of pupils, an increase of 17%.

In English, 2003 73%, 2004 83% and 2005 95% of pupils, an impressive increase of 22%

The scores for level 6 are:-

Maths levels 6 7 & 8 totalling 47%

English levels 6 7 & 8 totalling 47%

Science levels 6 7 & 8 totalling 38%

AT KS4, the % of 5A* - C has been:-

2004 52%

2005 60%

Since 2000, the percentages have been above the local average and except for 2000, above the national average.

Another success is reinforcing our ethos. At assemblies and at school council we remind the pupils of the objectives of the school. We discuss shortcomings and why they have happened. The culture of the school is strong but we are aiming for every pupil to feel proud to be a Connaught pupil .

What are we trying to improve?

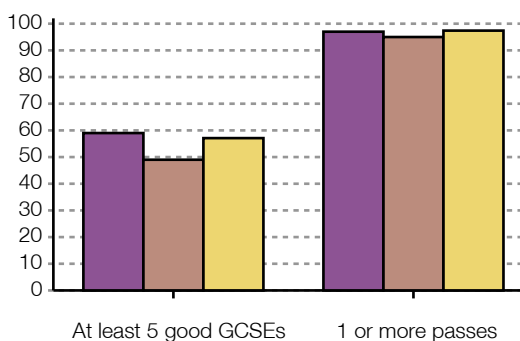
- The implementation and monitoring of the Teaching & learning policy. This includes lesson observations within subject areas to share good practice and challenge poor practice
- Assessment for learning this develops from our work on the teaching and learning policy
- Further development of the Learning Resource Centre to encourage more independent & personalised learning
- Development of the parent voice so parents are involved in the life of the school
- KS4 Curriculum development to include more opportunities for all abilities. This includes extra studies for GnT pupils, support such as the mentoring scheme for borderline 5 A*-C girls
- Implementation and monitoring of the Behaviour policy, including staff training around behaviour for learning
- Continue transitional work, reviewing all schemes of work for the first half term of Year 7. This is especially important in languages, maths and science because of our targets for college status for these subjects with the Specialist schools trust

How much progress do pupils make between 11 and 16?



This score shows how well pupils progress between 11 and 16, taking account of their different starting points. Our score of 1040.6 means that on average, our pupils achieve 1 grade higher in 7 of their GCSE subjects compared to pupils with similar attainment at age 11.

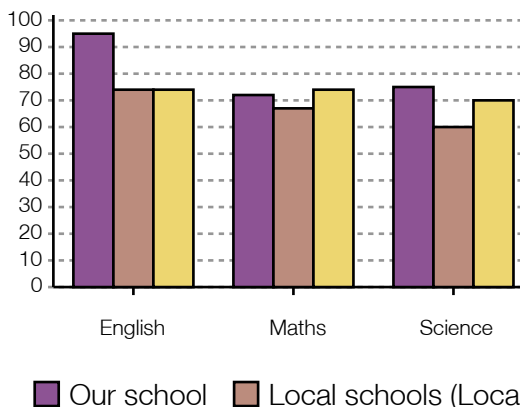
How well do our pupils achieve in year 11?



This shows the percentage of pupils (who were 16 years old at the end of the year) who in 2005 achieved 5 or more GCSEs at grades A*-C (or GNVQ equivalent), and one or more GCSEs at grades A*-G (or GNVQ equivalent).

■ Our school ■ Local schools (Local Authority) ■ All schools

How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2005. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.

How have our results changed over time?

There has been an increase in the percentage of pupils gaining level 5 or above in all core subjects. In the 3 years 2003-2005, Maths has seen an increase of 11%, Science an increase of 17% and in English an impressive increase of 22%

The value added measures have declined slightly over the three years in all the core subjects. These scores have put the school in the top 5% of schools for English and science and in 22 percentile for maths,

AT KS4, the % of 5A* - C has fluctuated over the past five years

2000	48%
2001	59%
2002	64%
2003	64%
2004	52%
2005	60%

For these six years, the percentages have been above the local average and except for 2000, above the national average.

Compared with targets set, in 2002 and 2003 the results were equal or just above the targets.

During the year, we have been concerned about the achievement of the black and dual heritage pupils at KS4. However, the results showed no difference between the ethnic groups.

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

For the past year, we have focussed on implementing our new teaching & learning policy. If lessons are well planned and resourced this aids achievement and behaviour for learning will be good. Our plans for ICT development will help pupils to develop their own learning programmes.

One of the school's strengths is recognising areas for development. Pupils who are gifted and talented are offered opportunities to take part in whole school competitions or challenges and to visit centres of further education such as Cambridge university.

Pupils who are on the borderline of achieving 5 A* - C at GCSE are offered opportunities in the Aim Higher programme where they are able to see the advantages of college education.

We have developed a strong mentoring programme. Pupils see their mentors on a regular basis to discuss any problems especially coursework or at exam time when stress can be high. Pupils also meet with their tutors and Head of Year.

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?

The change in school meals to only fresh or chilled foods has meant varied menus and the pupil uptake is high. We are replacing tuck machines with a water/juice machines & installing five water coolers around the school.

In assemblies, tutor time and citizenship lessons incidents are discussed and safety is emphasised.

At lunchtime, we have a midday assistant to monitor pupils who go home or to our annexe building. We also have help from local wardens who patrol the local streets.

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

Parents are able to check their daughter's progress on three occasions: there are 2 sets of reports & one parent evening spaced to give maximum coverage over the school year.

Our work in the primary schools has increased greatly with our language college status. We are also planning to hold adult GCSE Maths as part of the new maths & science college status.

What activities are available to pupils?

The learning resource 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 and karate.

Pupils from Year 10 take part in the Duke of Edinburgh scheme and have recently been on a week's residential trip to Derbyshire.

Many visits are organised such as visits to art galleries and museums. There are also language visits to France Germany or Spain. Visits to universities and taster sessions of college courses are well attended and every Year 11 pupil goes on work experience.

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

Pupils have been involved in developing the teaching & learning policy. They were clear that they preferred a lesson with different sections and activities and this is included in the policy.

At school council meetings, pupils regularly told us that they wanted consistency about the rules and procedures. A pupil/teacher working party developed a list of rules, a code of behaviour and procedures for tutor time. These are now all in place.

The pupils asked again for consistency in applying school uniform rules. We have now drawn up a standard uniform list from one supplier.

As pupils are allowed to drink water in lessons, the school council have asked for a supply of fresh cold water in school. This term five water coolers were installed in school so that pupils can fill their water bottles.

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

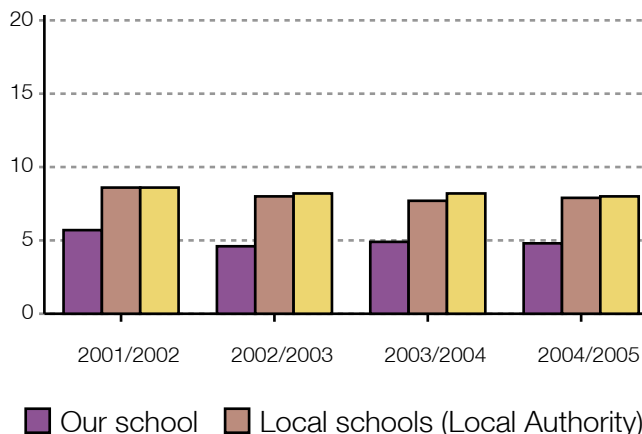
Our attendance levels are high. We have first day calling to check absences and clear procedures about lateness in school.

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 are fully involved in the formation of the school's behaviour policy. A 1-2-3 approach gives clear warnings when a pupil misbehaves. When a pupil is giving concern they are given a tracking card which is signed by each subject teacher and checked by their Head of Year several times a day.

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.

What do our pupils do after year 11?

Generally a very high proportion of our pupils go onto 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 GnT programmes.

In 2005, 108 pupils, 90% of our Year 11 pupils went onto further education. The remaining pupils were either in employment, in voluntary work, had moved from the area or gave no response.

The largest number of the girls who went into further education went to Leyton College, followed by 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?

Introduction of citizenship : All pupils now have one hour a week of Citizenship Careers Personal Social & Health Education.

Improvements in Information Communication & Technology

All pupils now have an hour of ICT. In Years 10 & 11 the pupils all take a half GCSE course.

Sharing good practice : Training days include sessions on showing good practice whether it is target setting, assessment or use of data

Developing the learning resource centre. All old stock has been removed and new books and software have been bought. A new finger print reading system has been installed to monitor pupils withdrawal and return of resources.

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 85393029

Our website