

The School Profile

based on data 2006/7



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, which this year is the 2006/2007 profile as this is the last year for which there is KS2 KS3 & KS4 data for the school.

In the October newsletter to parents, I will explain about the profile and explain how it can be accessed online. If there are any parents who cannot read the profile on line they will need to tell the school and we will provide a printed copy.

Ann Betts

What have been our successes this year?

Results at KS3 are improving or remaining consistently high.

In English, 2005 95%, 2006 90% & in 2007 86% of pupils.

In Maths, 2005 72% , 2006 78% & in 2007 80% over 3 years, an increase of 8%

In Science, 2005 75%, 2006 82% & in 2007 80%

The scores for level 6 are:-

English levels 6 7 & 8 totalling 2005: 54% 2006: 60% 2007: 37%

Maths levels 6 7 & 8 totalling 2005: 43% 2006: 61% 2007: 59%

Science levels 6 7 & 8 totalling 2005: 38% 2006: 51% 2007: 44%

Over the past four years, Key Stage 4, the % of 5A* - C has been steadily increasing:-

2004 52% 2005 59% 2006 59% 2007 67%

At Key Stage 4, the % of 5A* - C including English and Maths increased greatly in 2007

2004 39% 2005 47% 2006 48% 2007 57%

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.

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 an A* grade. In Classics taken at the end of Year 9 5 out of 6 pupils gained a C grade.

In March 2007, we had a joint subject Ofsted inspection for English & Work related learning. The latter is a new area and one that we are still developing in the school but we still received satisfactory from the inspector. The English inspector was very impressed & in all 5 categories of the inspection gave outstanding to the work of the English department.

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?

- Monitoring teaching & learning including the new National KS3 curriculum
- Tracking pupil progress to raise attainment
- ICT Whole School Strategy
- Whole school development & implementation of social emotional aspects of learning
- Building schools for the future
- Developments of 14 - 19 Pathways
- Further develop Specialist status
- Developments within the SEN department
- Healthy eating
- Work related learning
- Professional development for teaching & support staff
- Raising attendance levels

English levels 6, 7 & 8 totalling 2005: 54% 2006: 60% 2007: 37%

How have our results changed over time?

Results in the core subjects stay consistently high in the high 80- 90 %.

In the 4 years 2005 - 07, Maths has seen an increase from 67 % to 80% an increase of 11%

In English, 2005 95%, 2006 90% & in 2007 86% of pupils.

In Maths, 2005 72% , 2006 78% & in 2007 80% over 3 years, an increase of 8%

In Science, 2005 75%, 2006 82% & in 2007 80%

Contextual value added continues to be good between KS3 and KS4 and is very high from KS2 to KS4.

AT KS4, the % of 5A* - C has risen over the past three years

2004	52%	2005	59%	2006	59%	2007	67%
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For the % of 5 A* - C including English and Maths, there was a great increase in 2007

2004	39%	2005	47%	2006	48%	2007	57%
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How are we making sure that every child gets teaching to meet their individual needs?

We have continued to focus on implementing our new teaching & learning policy. 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. We have also developed a strong mentoring programme in Year 11. 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 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 three occasions: there are 2 sets of reports & one parent evening spaced to give maximum coverage over the school year.

Our links with our local primary schools have increased greatly with our language and science college work.

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 have recently been on a week's residential trip to the Lake District and 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.

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

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

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

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 Gifted and Talented programmes.

In 2007, 105 pupils, 92.5% 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 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?

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

There have been improvements in ICT with all pupils now have an hour of ICT.

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

Developing the learning resource centre: All old stock has been removed and new books and software have been bought.

Better provision for PE: Pupils in Years 10 & 11 go to Redbridge Sports Centre for their PE lessons. This will enable pupils to enjoy a range of activities some of which could be done further in their leisure time.