

Chislehurst School for Girls welcomed Challenge Partners on the 28th January 2019 to carry out a review of the Sixth Form and our nominated Area of Excellence.

We attach highlights of their findings.

Context and character of the school

- Chislehurst School for Girls prepares every student for adult life by developing their potential to the full, morally, intellectually and socially, and through promoting physical, creative and ICT skills. Leaders provide a safe, caring, co-operative and stimulating environment which fosters intellectual, social, cultural and religious acceptance. Students use emotional intelligence to develop self-discipline and awareness of the needs of others so that they become contributing and self-reliant members of society.
- Students develop a positive attitude towards, and belief in, achievable high expectations within a committed environment of educational excellence. This is because students join a happy and successful school community, where they are encouraged to work hard and to achieve the best they can. The school believes that each student has strengths and, through care and knowledge of each individual, they support the development of these. The headteacher's vision for the future is combined with the traditional values that society respects. The school believes in firm discipline and students know what is expected of them. Students have the opportunity to flourish in a well-ordered and pleasant learning environment.
- The school is a Lead School for the Bromley Schools' Collegiate for Initial Teacher Training (ITT). The headteacher has been the leader since 2008.

School Improvement Strategies

- The sixth form is extremely well-led by senior staff. There is a real clarity of direction and a common purpose in the sixth form and the school as a whole, focusing on high expectations. Students embrace the philosophy of gaining success through hard work and self-discipline.
- The school's track record on recruitment and retention is improving strongly. Almost all of Year 12 students continued into Year 13 in 2018. Recruitment into the sixth form is stringent and, as a result, students benefit from effective preparation for the sixth form whilst in Year 11. They have plentiful opportunities to visit universities and to listen to guest speakers. UCAS statements are started early so that these can be added to and reviewed before submission. Employability Conference offers networking through business representatives to provide information and skills development. For example, students can take advantage of the opportunity to attend mock interviews which prepares them very well for the next stage of their education, employment or training.
- Taster afternoons in Year 11 ensure that students select the right courses for the sixth form. All students have a one to one careers advice meeting and a rigorous approach by staff ensures that students choose wisely. Students move to different courses if they need to although school's approach ensures that only a very small number of students move from one subject to another.
- Leaders put a very high emphasis on ensuring that the curriculum offer is suitable and attractive to its diverse student population. The range of courses at Level 3 is appropriate and responsive to students' changing preferences over time. The addition of science BTEC resulted in all students gaining at least a 'distinction' in 2018. A Year 12 BTEC course in media has begun this year. This is indicative of how provision is well-tailored to suit both students' needs and their aspirations.
- Senior leaders rigorously monitor the quality of teaching and have a clear understanding of what strong practice looks like and where there is need for improvement. Teachers have appropriate professional development opportunities which ensure that they are able to contribute positively to the school's continuing

success. Development planning in the sixth form is sharply focused on improving outcomes and on enriching students' experiences.

Quality of Teaching, Learning and Assessment

- Teachers demonstrate excellent subject knowledge and deep understanding of their subjects. They have an in-depth appreciation of examination requirements in all types of courses and the content of work schemes. Teaching often included useful tips for students on how to answer examination style questions successfully and a range of judicious advice on examination preparation.
- Most teaching was the result of excellent planning which allowed for significant progress. Effective differentiation leads to high levels of engagement which enables students to hone their memory retention skills. For example, in RE, tasks enabled the students to embed their knowledge and understanding of ethical issues.
- Teachers have established positive and often excellent relationships with their students. They expect and get high standards of behaviour from them.

Area of Excellence

Internationalism and global citizenship.

Accredited

Why has this area been identified as a strength?

The emergence of internationalism and global citizenship as a potential area of excellence was the result of an overwhelming passion for forging links with the wider community. This was combined with the recognition by the school, and particularly humanities, that spiritual, moral, social and cultural (SMSC) diversity and internationalism should be celebrated formally. This is due in no small part to the wideranging demographical intake of the school and the desire to recognise this diverse population. The school was given the British Council award for internationalism in 2012, which was then reaccredited in 2015 and is due for renewal again in 2019.

What actions has the school taken to establish expertise in this area?

The following actions have been taken:

- An annual International Day takes place.
- The school has established strong links with other schools.
- The school has forged links with schools across the world
- Assemblies focus on a number of key international and global citizenship related events which are attended by all students. These include Black History Month, Remembrance, harvest and others.
- Student ambassadors help to keep close links with a school in Japan and provide impetus for the collection and collation of resources to be sent to African communities.
- Fundraising events take place, ostensibly to raise money for the trips to India and China, and are helping to foster an atmosphere of community involvement in the international focus.
- Members of staff meet regularly with the internationalism coordinator with a view to building further ideas to extend the focus into schemes of work. There are regular audits of departments to see what international elements they include in their teaching.