

The effectiveness of Leadership and Management

	1	2	3	4
Grade: Outstanding	1			

Grade justification statement *(if close to a grade boundary):*

The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and students	The School's vision and ambition is in evidence at all levels throughout the school from the governing body to the classroom teacher. It is this that has contributed to the development of a culture that recognises and celebrates success and promotes a positive student and staff work ethic. Staff from all curriculum areas support the task of continually improving teaching and learning, and share good practice, in an effort to maintain the academic success of the school. The Governors are fully briefed as to the availability and appropriate interrogation of performance data and exhibit a high level of competence in challenging school achievement. The Senior Management Team works closely with the Governing body in ensuring that effective strategies for embedding this vision and ambition are implemented and the rigorous standards we set ourselves are maintained. The School Development Plan (praised in our last Ofsted inspection for its clarity) provides the school and the Governing body with a framework for improvement and helps promote a dialogue for the continued enhancement of teaching and learning. The SDP is maintained on the governors' secure area of our website for their review and comment. The school consistently achieves at a high level. It is regularly celebrated in the local and national media as one of the highest performers. Our website and Twitter account publish details of examination success as well as individual sporting or cultural achievements as a means by which our vision and ambition are communicated to both parents and students.
Whether leaders have created a culture of high expectations, aspirations and scholastic	The school staff, governors and students are keen to maintain a culture of high expectations at KGGS. Across all three Key Stages, target setting is based on an individual student's prior assessment data and is a process that involves both teachers and students in a positive dialogue regarding potential achievement. At KS3 targets are formulated on the basis

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excellence in which the highest achievement in academic and vocational work is recognised as vitally important	of Key Stage 2 test scores, CATs and internal examination assessment. At KS4, GCSE targets are set based on FFT progress, while at KS5, GCSE mean scores are used together with chances graphs. The new KS3 attainment criteria enable staff, parents and students to closely monitor and record a student's progress throughout the year as they develop and hone their intellectual and practical skills across the curriculum. The Senior Management Team, together with the school's Management Team, has established a culture which recognises and celebrates success. Achievement and effort is both celebrated and highly prized by our student body and promoted publicly in assemblies. The Pastoral Team co-ordinate award schemes in KS3 and KS4. Parents are invited to our KS3 and KS4 Award ceremonies that are held in the summer term. Year 12 and Year 13 students have their own Award Evenings in the Autumn and early Spring Terms. Parents and staff (both past and present) are invited to attend. The school uses appropriate national, regional and local data effectively to inform teaching and learning and ensure that a culture of high expectation and aspiration is maintained. To this end, the Governing body works to ensure that the Senior Management Team are held to account for all aspects of the school's performance. Quality Assurance procedures are well embedded and the cyclic nature of the review processes ensures both senior leaders and middle managers take highly effective steps to drive up the quality of teaching still further. As a result of these actions the school has maintained an impressive academic record. At GCSE, we have seen the average number of qualifications per student reach 11.04 in 2016, whilst the A*/A pass rate has been maintained above 58%. <u>Past three years KS4 performance:</u> - o A*/A pass rate: 2014 - 59%, 2015 – 59%, 2016 – 59% - o 5 A*-C pass rate: 2014 – 96%, 2015 – 97%, 2016 – 98% In terms of our Y12 students, the percentage of students' AS grades at A/B remains relatively stable, varying only a few percentage points either side of 50%. Attainment at A Level remains strong and reflects the culture of high expectations and excellence which is a key part of the ethos of the school. <u>GCE A*/B% attainment</u> • 2014 – 66%, 2015 – 74%, 2016 – 72% (without General Studies) • Average point score per entry: 2014 – 233, 2015 – 230, 2016 - 238
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	We believe this continued academic achievement is due to the effectiveness of the leadership of the school both at senior and middle management level which insists on high standards and aspirations, creating high expectations alike in both student and staff. In 2016, over 83% of students, who applied, were able to secure a place at their first choice university (95% if insurance choices and Art Foundation courses are included).
The rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement	Student tracking is well established and closely monitored, as is its accuracy. Where there are significant discrepancies between what SMT are told and what takes place, staff are challenged. As an indicator of the reliability of our overall monitoring of academic standards, in April 2016 subject staff tracking anticipated 64% A*/A at GCSE (actual figure in August 2016 was 59%) and 76% A*/B at A2 (actual figure was 72% - not including General Studies). The estimated figure for Attainment 8 was 67.31 against an realised figure of 67.95. The school works closely with the governing body in ensuring that challenging targets are set and the school's performance measured against them. SMT then ensure that effective strategies for self-evaluation are implemented and rigorous standards maintained. SMT ensure that the School Development Plan each year includes at least one key focus linked to attainment and standards.
The effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment	Quality Assurance procedures ensure that high standards of teaching, assessment, and presentation are maintained through regular monitoring by Heads of Faculty, Heads of Year and SMT via work scrutinies, learning walks and lesson 'pop-ins' (whole school learning walks) etc. In all three Key Stages, students are monitored against their target in each subject every term. Faculty Heads and Heads of Year produce a report three times a year in which any under-performance by an individual is highlighted together with intended intervention strategies to address the issue. Their progress is then noted in the following Faculty or Heads of Year Reviews. The school uses appropriate data effectively to inform teaching and learning clearly indicating the importance we place on the effective management of teaching, learning and assessment. The most recent statistics (2015-2016) from our programme of 187 SMT pop-in observations across all three Key Stages, show that 96% of lessons seen indicated that teaching and learning was 'Good' or better; a small increase of 0.6% over the previous year. Where elements of practice that required improvement were seen, strategies have been put in place to address these. We also recognise a strong correlation between the judgements made by SMT and performance management

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	observations and feedback from Faculty Heads. The accuracy of our self – evaluation and judgements have been validated in the past by Ofsted inspectors and independent inspectors who work with the local education advisory service. During the 2016-2017 academic year, the member of SMT responsible for co-ordinating INSET has facilitated training opportunities for all staff via a series of training sessions delivered by Dragonfly Training on improving teaching and learning as well as supporting individual staff address particular professional development needs. The school has developed a comprehensive induction programme for staff new to the school and for those promoted into middle management posts. Additional training this year has focused on how middle managers can help support the school's Quality Assurance procedures that monitor and judge the quality and effectiveness of Teaching and Learning. Diagnostic systems are in place to investigate underachievement and support strategies activated where appropriate. This rigorous cyclic approach is proving to be successful in supporting our culture for sustained improvement. Whole school tracking and monitoring (involving detailed consideration of the performance of all students and sub groups) is undertaken 3 times a year. Outcomes are then analysed by faculty and pastoral teams and students identified as being in need of additional support are seen and action plans produced. This may take the form of classroom teachers providing 'ad hoc' tailored support sessions during recess or lunch periods, or by students attending a series of more regular and established sessions organised by Heads of Subject/ Faculty or with the support of 6th form mentors. Identified target groups at risk of underachieving are monitored more rigorously and flexible strategies put in place to best suit individual needs. Heads of Faculty meet with members of SMT each term specifically to discuss faculty effectiveness in terms of progress and pace. Part of the discourse of these meetings includes challenging Heads of Faculties as to their effectiveness in terms of assessing and addressing any issues relating to student progress. Any issues identified via lesson observations (pop-ins) and student work scrutiny by SMT and Heads of Year are fed back to Heads of Faculty to action. These actions and their impact are reported to SMT enabling further discussion and the provision of support as necessary. The cyclic nature of the review processes ensures leaders and managers at all levels take highly effective steps to further improve the quality of teaching still further. Consequently, outcomes in attainment and well-being for most pupils are exceptionally high.
The design, implementation and evaluation of the	The school offers its students a broad and balanced curriculum that promotes spiritual, social, moral and cultural development alongside academic rigour.

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curriculum, ensuring breadth and balance	From Y7 onwards (in exceptional circumstances) the curriculum may be amended for any students with specific needs e.g. those who have fallen behind because of medical reasons will be allowed to discontinue a non-statutory subject in order to work with our Learning Mentor or teacher to regain ground in Core subjects. Programmes of study, schemes of work and lesson plans are structured to support students in developing and extending their academic skills to successfully address the increasing intellectual demands as they progress in their school career. For example, students in KS3 experience three modern foreign languages (French, German and Spanish) so they can make informed choices with confidence when considering GCSE options. In addition, recent changes implemented in the time devoted to Spanish were taken in order to allow students to increase their chance of gaining high grades at GCSE. In Science, students begin their GCSE studies in Year 9 and develop numeracy skills through data processing and graph work. The fact that we currently have over 100 students taking Biology and over 100 studying Chemistry at AS and A2 level, is testament to the successful delivery of Science at both Key Stage 4 and 5. Responses from interviews held with the student review panel from each Year group often recognise and celebrate the independence given to the students within the curriculum and the development in self-confidence that accrues as a result. In short, the school curriculum provides highly beneficial and memorable experiences for our students providing a clear direction that fosters and encourages positive behaviour, enabling them to maximise their potential both within and beyond school. <i>[KGGS] a good school that is providing a great education for my daughter and giving loads of chances to broaden her experiences. Thank you. Thank you for your hard work and dedication. (Parental comments, 2016 - 2017)</i>
How the school supplements the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding	The school encourages and supports students across a broad range of activities both within and beyond school. Many students excel in Sport, Music, Dance and Drama at regional, national and even international level. The school has competed in and won the English U15 English Water Polo championship and has, in Amy Hunt, the English Schools' U15 100m champion. Building upon the school curriculum, our Year 13 Economics students won 2017 'Target 2.0' (the Bank of England interest rate) competition, with one student (Raigan Stephenson) securing a paid internship at the Bank of England for the

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and to improve their skills in a range of artistic, creative and sporting activities	summer. Students across the key stages also undertake project work as part of the CREST (Creativity in Science and Technology) Awards scheme. The school also competes regularly in debating competitions and the Bar Mock Trial competition. Art students are able to visit Art Galleries in this country and in Europe. Both English and Drama offer students the opportunity to visit regional and national theatres. Students have recently attended live theatre performances of <u>Hedda Gabler</u>, <u>Dr Faustus</u> and <u>The Curious Incident of the Dog in the Night Time</u>. In 2016, the school - in a collaborative venture between the Drama and Music departments - put on a performance of the musical <u>Annie</u> in the Guildhall Theatre. All Year 7 students have the opportunity to see a popular play or musical. In 2017, this was a performance of 'Matilda.' Students are also given the opportunity to visit historical sites both here and abroad as part of Humanities curriculum. Each year, approximately 30 students take part in the Young Enterprise scheme running two companies gaining commercial awareness and team working skills.
How effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this	Governors work closely with the Headteacher and Senior Management Team and the SEN team to ensure that the school uses additional funding, such as Pupil Premium, effectively to ensure a positive impact on student outcomes by helping raise the attainment of disadvantaged students and close the gap between them and their peers by supporting a variety of interventions. We ensure that the pupil premium students' baseline ability levels (via CATs testing) are established so that we can fully support their education and then use achievement data termly to check whether these interventions are working and the progress of this group of students is reported to the Headteacher via our Head of Year internal reports. These interventions include the funding for our School Counsellor and SEN teacher; subsidising the cost of uniform for students; free school meals; transport to school in exceptional circumstances; GCSE re-marks; theatre visits, residential school visits and the Duke of Edinburgh Award Scheme. Funding also provides additional curriculum support in the form of 1:1 support; revision guides, books and equipment; offsite provision is offered to support students if deemed appropriate; peripatetic music lessons and Dance lessons to support GCSE P.E. The Sixth Form Bursary supports 43 students in completing their studies with 39 of these receiving funding in the form of regular monthly payments to enable them to access school and so engage in academic study. The Senior Management Team and Governing body monitor carefully the impact of Pupil Premium funding on student outcomes. The following table records Raiseonline and Performance Table data:

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	<u>GCSE 2016 Exam Category</u>	<u>KGGS</u> <u>'Disadvantaged</u> <u>Students' (5)*</u>	<u>Nationally 'Non-</u> <u>Disadvantaged</u> <u>Students' (174)</u>	<u>National Figure</u> <u>for Non-Disadvantaged</u> <u>Students*</u>
	Achieving English & Maths at grade C or above	100%	97%	69%
	Achieving EBacc	40%	64%	29%
	Average Attainment 8 Score	60.8	68.2	52.6
	Average Progress 8 Score	-0.06	0.44	0.12
	*Note: the national initiative behind Pupil Premium Funding is to close the gaps between the data in columns 1 and 3 above i.e. disadvantaged students in a school should be achieving in line with non-disadvantaged students nationally.			
The quality of continuing professional development for teachers at the start and middle of their careers and later, and how leaders use performance management to promote effective practice across the school	A member of the Senior Management Team has responsibility for co-ordinating, monitoring and evaluating continuing professional development across the school. Having attended a training opportunity by an external provider, all staff are required to submit an evaluation report outlining the extent to which they felt it was effective in meeting their particular curriculum or pedagogic needs. All new staff to the school are enrolled in an in-house Induction Programme delivered by senior staff. NQT's have a peer mentor and meet once a fortnight with a member of SMT as part of their induction year. Equally, new post holders such as Heads of Faculty, Heads of Subject, new 2i/c post holders and new Heads of Year also have their own induction programme. This together with effective INSET sessions delivered by external providers is co-ordinated by a member of the Senior Management Team and results directly from identified needs through the Quality Assurance programme. Sharing good practice from within the school exists through both cross-curricular and subject specific teaching and learning groups. In 2015-16, this was extended to incorporate an In-House Coaching Programme led by two staff who have been recognised as leaders in their particular field of pedagogy and practice and had identified this need as part of their Appraisal Review. This In-House Coaching Programme has continued into the current academic year with an event delivered by Dragonfly training in March 2017. The school operates an effective Appraisal cycle which involves all full time teaching staff setting three objectives a year, detailing a series of actions and success criteria. These are overseen by their line manager and reviewed thoroughly at the end of each Appraisal cycle.			

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	All teaching staff have ambitious teaching and learning targets as one of their Appraisal objectives. These are set against challenging national student attainment predictors, monitored throughout the year and reviewed annually. The Appraisal process also includes a target linked to an aspect of professional development. Staff and Governors attended a twilight session with the provider 'Educating Minds' focusing on specific mental health issues. This followed an initial mental health awareness training event held in October.
How leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils	The Senior Management Team actively strive to maintain an ethos that encourages and facilitates communication across all the teaching staff, regardless of their position and experience. The school sees all staff as having a key role in Quality Assurance and in helping to maintain the high quality of education we provide for our students. Heads of Faculty, in addition to members of SMT contribute to the programme of whole school learning walks during the designated Year Review Weeks, and so are able to see and share good practice from across the curriculum. Teaching staff are also encouraged to observe colleagues teach and so develop their own practice. Student Work Scrutiny and 'Learning Walks' by Heads of Faculty take place at regular intervals throughout the year to help monitor the quality of teaching and learning. The outcomes (in terms of strengths and areas for developments) are fed back to members of the Senior Management Team. The school's Management Team meet regularly to discuss issues relating to the effectiveness of teaching and learning in order to inform and further drive up improvement. This group consists of members of SMT, together with Heads of Faculty and Heads of Year. Currently, the school is about to undertake a peer coaching programme which will lead to the formation of a Teaching and Learning group where representatives from all faculties discuss and share best practice. Performance data for 2015-16 would indicate that the positive ethos the school maintains results in a well-motivated, respected and effective teaching staff who are able to support students to attain impressive examination results. KS4 Progress 8 results for the performance of Grammar Schools nationally showed that we are 0.1 above the national average for grammar schools. Heads of Year and SMT conduct a work scrutiny for sub-groups in each year group and this together with a work scrutiny conducted by Heads of Year each term ensures that any irregularities in the delivery of a high quality of education is identified and swiftly acted upon.
The effectiveness of governors	The school benefits from a governing body drawn from a range of professions (including Law, Finance, HR, Architecture/

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in discharging their core statutory functions	Design and Education, at school, and University levels) who make a significant contribution to the work and direction of the school. They are fully aware of the role and purpose of the various committees in ensuring the continued success of the school. Meetings are well attended, work to a clear agenda and are properly minuted. The Governor committees are fully aware of their responsibilities in holding the senior team and leadership of the school to account in terms of performance and achievement. Equally, the school is keen to engage with the governing body to ensure that any decisions taken will be in the best interests of the students and staff. To this end, a link Governor is appointed to liaise with each of the Faculties across the school. Governors also joined staff in attending twilight training sessions on specific mental health issues (see above).
How effectively leaders and governors track the progress of groups of pupils to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this	Student tracking is well established and closely monitored. Where there are significant discrepancies between what SMT are told and what takes place, staff are challenged. Case studies are conducted by Heads of Year and Pastoral staff with students who belong to specific sub groups to provide evidence that the school is meeting their individual learning needs. Individual members of the governing body of the school also act as ‘links’ with specific faculties. This affords them the opportunity to visit the curriculum area, discuss issues with the Head of Faculty and teaching staff and so ensure that issues, including the underachievement of any students across the Key Stages, is addressed.
How well leaders engage with parents, carers and other stakeholders and agencies to support all pupils	The school utilises a highly successful set of strategies that support and maintain the engagement of parents and carers. All parents receive three Progress Reports and a full Written Report for their daughter annually. Parental feedback is sought after written reports are sent home and during the year group annual reviews. At Key Stage transition points, parents are invited to Information Evenings. Examples include Revision Study Skills for Year 11; external examinations briefings and a Higher Education Evening covering UCAS applications and student finance. In addition, a Year 7 and Year 12 ‘Welcome Evening’ for parents is held at the beginning of each school year. Because of changes to the assessment of students in KS3 owing to the abandonment of the NC Levels, all parents of Year 7 students are invited to attend a Curriculum Presentation Evening to enable the school to outline the new assessment system that the school operates. Parents who contact the school for any reason can expect to be seen or spoken to promptly, and any issues arising will be dealt with as a matter of priority. Parents also have access to the Headteacher. He communicates with the parent body through newsletters, is available to speak to parents at events and will always make himself available to speak with parents if they wish.

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	The school retains copies of letters received from parents. The vast majority are very positive and supportive of the work of the school. Feedback from special events such as the Parents' Consultation Evenings is both positive and appreciative. Comments from parental surveys undertaken during 2016-2017 included: • <i>"My daughter has loved her years at KGGS. Thank you for the confidence and passion for learning you have instilled in her."</i> • <i>"Keep up the good work everybody."</i> • <i>"A good school that is providing a great education for my daughter and giving loads of chances to broaden her experiences. Thank you."</i> In parental surveys carried out during 2015-2016, approximately 98% of parents either Agreed or Strongly Agreed that they would 'feel comfortable about approaching the school with a question, problem or complaint'. Any negative comment or feedback of any kind is always investigated, acted upon or responded to. The school works effectively with external agencies (such as CAMHS) in order to ensure best provision for individual students. For example, teachers from the Pilgrim School, (which provides teachers who home tutor unwell students) work with the school in support of the reintegration process. This involves the tutor working in partnership with the Heads of Year who liaise with individual subject teachers in order to ensure the effective co-ordination of work and course content in preparation for external examinations. The school also works in conjunction with the parents of gifted sports students to provide an individualised timetable to support their daughter's academic progress. Achievement is celebrated and promoted in assemblies and Awards Ceremony. These are always very well attended by parents and provide a positive forum for their further engagement with the school. Many parents also take time to respond in writing when their daughter receives her school report. The school is always prepared to take into consideration, and respond appropriately, to student or parent enquiries to ensure that the curriculum provision at KGGS meets the aspirations and needs of these key stakeholders.
Whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm	Attitudes to learning are excellent, as evidenced by the 'Pop-in' summary and head of faculty 'Learning Walks'. Members of SMT and Heads of Faculty during pop ins were able to note students who were fully engaged, motivated, enjoying learning and who were confident and focussed in the vast majority of lessons. It was evident from these observations that the school is providing a good environment for learning where students were able to successfully acquire knowledge.

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	Students regularly comment on how they see the school and what they like about it. Comments from surveys of Key Stage 3 students included: <i>“Teachers are really positive/ Tracking helps us know how we are doing/ It is easy to make friends/ The activities in the lessons are very varied.”</i> Key Stage 4 students commented that <i>“The House events help bring year groups together/ and how “written feedback tells [us] both what [we] have done well and how to improve.”</i> Sixth form students appreciated <i>“the quality of teacher feedback”</i>, the <i>“good relationships”</i> they have with the staff and the fact that they are given <i>“more responsibility.”</i> Student behaviour was judged to be ‘Outstanding’ in our last Ofsted report (October 2011). The report stated that KGGS students were: <i>“... unfailingly polite, support each other exceptionally well and forge excellent relationships with the adults responsible for their education and care.”</i> In short, the school fosters and encourages positive behaviour, enabling the students to maximise their potential both within and beyond school. As a consequence, the school is proud that it (as stated in the Ofsted report) produces students who are <i>“successful, mature and confident...well-equipped to succeed in the next stages of their education and their lives.”</i>
The effectiveness of safeguarding: the work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.	On a day to day basis, the students experience pastoral care through contact with their form tutor. Heads of Year oversee the work of the tutors and liaise with the Deputy Headteacher (Pastoral) to ensure that all students receive appropriate support and care. The PSHME curriculum includes aspects of Personal Safety. All students in the school receive ‘On-Line training’ through the CEOPS programme. Sixth form students have information in their IDP and in their Guidance programme to help keep them safe. The Deputy Headteacher and Head of Year 10 are the designated teachers for Child Protection. Records are kept of any Child Protection issues and only relevant personnel are informed. The school responds immediately to any concern raised regarding student safety or Child Protection. The school’s strategies and policies are reviewed and updated annually in accordance with national guidelines. The school maintains its single safeguarding register as required by the DoE. We also keep a record of all safeguarding training that we have received.

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	The Headteacher, and several members of the Senior Team and governors have completed Safer Recruitment training and ensure that all safer recruitment protocols are observed. At least one of these persons is present at every interview panel for teaching staff. Staff are updated on Child Protection issues regularly and a record kept of that training. All staff have read the key safeguarding publications 'Keeping children safe in education' and 'Guidance for safer working practice for those working with children and young people in education settings'. Staff new to the school are updated on Child Protection issues as part of their induction programme. Heads of Year, the school Attendance Officer and non-teaching Pastoral staff have all completed on-line courses on Child Protection (including FGM). The Designated Safeguarding Lead and Assistant Headteacher (Staff Development) have put in place a 5-year Action Plan for Safeguarding for the whole school. All staff (teachers, support and ancillary staff) were enrolled in an online Safeguarding training course provided by NSPCC this academic year. Other actions taken in respect of child protection and safeguarding have included an In-house training session on 'sexting' delivered by a Head of Faculty during a Non-Contact day in 2017. All staff have been instructed to read the Promoting Positive Mental Health Policy and the SEN&D policy. Nearly all pupils regularly state in the Questionnaire and Student Discussion element of the Year Group Review that they <i>"Feel safe at school"</i> Whenever we suspect that pupils are vulnerable to these issues staff inform the Designated Safeguarding Lead in the school who has undertaken training with regard to safeguarding issues.
How leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more	Human rights issues, including the promotion of all forms of equality and respect for others, are addressed through the R.E. the PHSME programme and assemblies, and enshrined in the school's Basic Expectations cards displayed in every classroom. In addition, the school actively works through its curricular and pastoral responsibilities to address any incidents of discrimination on ethnic, religious, cultural or economic differences or on the grounds of sexual orientation. Students learn about a range of religions and beliefs through the R.E. curriculum both within the classroom and through visits e.g. all of Y9 visit a Gurdwara. The school also operates a programme of weekly themes. These form the ideological foundation of assemblies and 'Thoughts for the Day' and support and promote a broad range of spiritual, moral and cultural issues. Students actively seek to engage in opportunities providing experience of other cultures. Examples include participation

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widely in the community	in Japanese Exchange visits, World Challenge and Spanish, French and German Exchange visits. As a result, our students are keen and happy to engage in issues surrounding cultural diversity and seek to participate in cultural experiences both within and beyond the school environment. Equally, students from other cultural backgrounds are welcomed and find it easy integrate into the ethos of the school community
How the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of others	Our curriculum is designed so it reflects the values inherent in British society. Accordingly, personal development and personal safety are embedded together with issues of spirituality, equal opportunity and economic well-being: the cornerstones of a healthy, fair and democratic society. It helps prepare our students for life in a modern and culturally diverse society and to play an active part in shaping the future, whilst supporting the fundamental British values of which they are a part. The RE, PHSME programmes, assemblies, 'thought for the day' and tutor system ensures that these values are communicated and embraced by the student body. For sixth form students, their Individual Development Plan (IDP) encourages them to consider many aspects of their personal development in preparation for life in modern Britain, including British values and respect for and tolerance of others. The school matches these ideals through a series of protocols that ensure we have an effective mechanism for addressing issues of discrimination. All staff model good practice to the student body in respect of promoting British values. In addition, our highly praised House system enables students to learn first-hand democratic principles through the election process of choosing the Head Girls as well as the position of House Captain, their deputies and the House Secretaries.