

Quality of teaching, learning and assessment

	1	2	3	4
Grade: Outstanding	1			

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

- Lesson observations play a key role in our strategic plan to continually develop and strengthen the quality of teaching and learning across the school. For the Year 2015 – 2016, 187 lesson observations (pop-ins) took place across all faculties as part of the school's Quality Assurance programme involving members of SMT, Heads of Faculty and Heads of Year. Of these, 96% lessons visited indicated that teaching and learning that was 'Good' or better.
- For the start of the 2016-2017 academic year, 121 lessons have been observed thus far as part of the 'pop in' programme covering teaching and learning in Key Stage 5 and Key Stage 4. In Year 13, most lessons were graded either Good (72%) or Excellent (25%). In Year 11, Over 93% lessons were identified as Good or better, with 91% identified as such in Year 10. Any lessons seen that fall within this category are communicated to Heads of Faculty and a Personal Support Plan and interventions are put in place.
- The school is clear in its desire to provide a consistently high standard of teaching and learning in the classroom, as can be seen in the data accrued from lesson pop-ins over the past few years. The percentage of lessons indicating excellent practice has steadily improved from 23% in September 2010 to 26% by July 2016. Heads of Faculty also visited colleagues teaching in each Key Stage throughout the year. In addition, whole school value added data suggests that teaching and learning in the school is highly effective.
- As a result of these measures taken, we would grade ourselves as 'Outstanding' in terms of the quality of teaching, learning and assessment.

Teachers' standards are being met

All teachers in the school are required to demonstrate that they have met the Teachers' Standards as part of the Appraisal Process. A rigorous self-evaluation is undertaken annually by each member of staff to show how and where these standards have been met in the previous 12 month cycle, together with evidence to validate the evaluation drawn from pop ins and examination performance data.

A member of the Senior Management Team co-ordinates the Appraisal Process and each report is then scrutinised by her along with the Headteacher to ensure that the information presented is true, correct and verifiable. The self-appraisal record is something which staff take personal pride in and are keen to record their achievements. Staff Pay Progression is linked closely with the recorded achievements in their appraisal record and results of this are shared with the governing body.

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Teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils	Teaching is well planned and work differentiated to achieve targets set against prior assessment data in all Key Stages. A teaching and learning focus is always an integral part of the annual School Development Plan. For 2016-2017, these SDP foci included: • To review Post-16 provision for KGGS students from September 2017 onwards in the light of national initiatives relating to A/S and A-Level courses, assessment and funding. • To ensure that all Faculties are able to successfully review programmes of study and maintain standards of attainment in the light of significant curriculum change at both GCE (new A-Levels starting Sept 2016) and GCSE (all subjects with new GCSEs starting Sept 2016) • To improve access to student progress tracking data for all teaching and support staff. Investigate software options that can enable access to, and analysis of, data from Facility /eportal in a more intuitive and timely fashion • To ensure that all staff are suitably trained in awareness of mental health issues, and know where to access help if necessary in order to develop resilience across the school community. As part of the drive to ensure staff have consistently high expectations of what pupils can achieve, a staff development on Mental Health Awareness took place in October 2016. In addition, two members of SMT also worked with Heads of Faculty to review both Year 8 and Year 7 Assessment Criteria to ensure clear routes of progression throughout and across the transition divide, ensuring that statements incorporated verb choices linked to Blooms Taxonomy. Finally, the need to review programmes of study was included in all Faculty Action Plans for the year. As part of our whole staff training programme, all staff have been involved in a training event delivered by Dragonfly Training as part of the schedule for a Non-Contact day. A series of three workshops ran simultaneously on topics of Differentiation, Teaching to the Most Able, and Dyslexia. These topics were identified through a variety of means including observations from lesson pop-ins, staff questionnaires and to address the needs of new staff to the school.

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	Use of appropriate teaching strategies, the support and encouragement from teaching staff and effective peer working in lessons, enable students to develop higher order thinking skills. Evidence from whole school pop-ins led by SMT show that staff are using a range of questioning techniques to develop critical thinking. Students are encouraged to have high expectations and are set challenging targets. The targets set are based on FFT 20 and shared with students through 1:1 discussions. The performance of sub-groups (particularly 'Disadvantaged' and 'Most able') is monitored closely by the Heads of Year and recorded via their termly reports. Intervention strategies are applied should any concerns be raised. The effective use of additional staff (supported by Pupil Premium funding) and Pastoral Support staff (such as the School Counsellor, for example) helps vulnerable students with specific barriers to learning. This has enabled the school to achieve and maintain a strong 5A*-C (including English and Maths) percentage score for all students, including those identified as 'Disadvantaged'. Raiseonline data for 2015-16 shows that KGGS Progress 8 score was +0.43, the second highest of all Grammar schools in the county. By comparison, our disadvantaged students tended to do better than the national average in terms of middle attainers (+0.33 as opposed to +0.14) but less well in terms of higher attainers -0.16 as opposed to +0.07). However, these students numbered only 5 within a cohort of 171, with matched data.
Discussions with a range of staff about the quality of teaching at the school.	There are well-established routines at the start of lessons and clear objectives and expected outcomes are set appropriately. Expectations of staff are high and a monitoring programme in place across all Key Stages seeks to ensure that the demands of pace and challenge are met. All Heads of Faculty conduct lesson observations and learning walks and the data collected is used in the programme of Faculty Review meetings held with members of the Senior Management Team. SMT also conduct a regular series of lesson 'pop ins' throughout the year and across all Key Stages. The Work Scrutiny programme exists to assist SMT, Heads of Faculty and Pastoral Heads of Year to monitor the quality of lesson planning delivery and challenge in the classroom, and students are consulted regarding the quality of their learning experience through both group meetings and 1-2-1 meetings. Any concerns regarding the quality of teaching are shared with Heads of Faculty and Pastoral Year Heads in the regular management Team Meetings. A member of SMT co-ordinates the school's NQT Induction Programme. A programme of support is also put in place for any member of staff not performing to the highest standards who is identified either through performance data, lesson observations or various other Quality Assurance mechanisms.

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Teachers and other staff have a secure understanding of the age and ability group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils	Teachers provide clear success criteria and then check the students understanding through effective questioning and testing using a range of assessment methods (including peer and self-assessment) and students assessing their learning against lesson objectives. Students are able to recognise strengths and set targets for improvement. Constructive feedback is given to students on assessments, and homework supports the learning in the lesson. The vast majority of teaching staff are graduate trained subject specialists. It is evident from Appraisal observations and SMT pop-ins that teaching staff have excellent subject knowledge and that in the very large majority of lessons the students have great trust in the accuracy of the subject content and the expertise of the teaching staff. Appropriate differentiation has been a teaching and learning focus from January 2015. As a consequence, subject staff have implemented a wider range of classroom strategies to meet the needs of learners of different abilities and learning behaviours, including those recognised as having particular educational needs.
The level of challenge of work given to pupils in Key Stage 3.	Faculties regularly review schemes of work at KS3 in the light of developments nationally and in line with SDP foci to ensure that standards are at least maintained at GCSE. The introduction of new and revised specifications at GCSE in 2015 and 2016 have resulted in more rigorous and academically challenging content and schemes of work in KS3. Quality Assurance mechanisms, including work scrutinies of students' work by SMT, Heads of Faculty and Heads of Year, ensure that schemes of work are followed and that standards are maintained across each year group. In-service training on 'Differentiation' and 'Teaching the Most Able' (Jan 2016) enabled teaching staff to recognise the different needs of students and help ensure that all are able to respond effectively to an appropriate level of challenge in their school work.
Assessment information is gathered and used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve	Year 7 CAT scores, together with internal assessments, provide information to a targeted literacy and numeracy support programme delivered to Year 7 and Year 8 by members of the 6th form, raising the achievement level and self-esteem of the KS3 student and providing a valuable opportunity for the 6th form mentor to support the school community. All teachers record whether students are on target to meet their targets for end of year and end of their Key Stage, by maintaining a record of current performance throughout the year. Teachers also have access to records of past performance. This enables teachers to plan lessons to meet the learning needs of individual students based on prior learning and assessment. Students who are identified as falling below or at risk of falling below their target are identified and support mechanisms put in place. These may consist of specialised 1-2-1 support, peer mentoring by older students, or through attending extra lunchtime support

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well	sessions. Heads of Year will closely monitor the progress of any students causing concern across their subjects.
Pupils understand how to improve as a result of useful feedback, written or oral, from teachers	Quality Assurance procedures such as the regular monitoring of students' work (as part of the Work Scrutiny programme) helps to ensure that effective targeted and quality teacher feedback is maintained, thereby enabling students to understand where and how they need to improve and, consequently, encourages and maintains high levels of interest and engagement by students in their progress across subjects. The Senior Management Team, Pastoral Year Heads and Heads of (and Seconds in) Faculties are involved in Quality Assurance procedures that monitor and address student underperformance. This is reported on each term via the Faculty and Pastoral Reports submitted to members of SMT which identify individual student performance as well as the progress of the sub-groups. Students are made aware of assessment criteria for both internally marked and externally assessed exams and coursework, as well as assessed and graded homework tasks. This is achieved through discussion of the criteria, the use of exemplar work to inform learning and teaching, and the use of 'worked examples' to enhance understanding. The impact of the school's effective use of 'Assessment for Learning' strategies is demonstrated by the students' high level of attainment. To ensure that our sixth form students are adequately prepared for the external exams, the school includes an Interim Assessment period within the school calendar. This takes the form of a two week period of formal examinations in all their subjects, with detailed feedback given to students and reporting of results to parents. This is scheduled in January to enable sufficient time for the effective tracking of students' progress towards their academic targets During 2015-2016, greater emphasis has been placed on ensuring that our students receive and record good oral feedback. Strategies included having oral feedback as an element on student-owned assessment recording sheets, and students recording oral feedback using a different coloured ink. Many of the strategies introduced at this time have been adopted by faculties across the school. All subjects also now utilise assessment sheets that facilitate and provide opportunities for student self-reflection and self-assessment enabling them to record their own targets for improvement. The school's VLE is used extensively by students to support independent learning beyond the formal curriculum time to improve their performance
The consistency of assessment across the school.	Work Scrutiny evidence, lesson observations and SMT pop-ins show that in the vast majority of lessons, staff not only use a range of assessment techniques to good effect but help ensure that assessment is consistent within subjects. Heads of faculty also devise strategic plans for moderating, checking and validating assessments in examinations taken across all Key Stages to assure consistency.

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	As noted above, Heads of Faculty have this year reviewed Year 7 and Year 8 Assessment Criteria to ensure clear routes of progression throughout and across the transition divide.
The school's engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve	All parents receive 3 progress reports and a full written report for their daughter annually. Target grades for the subject are clearly displayed together with information regarding a student's current level of effort and performance. Parental feedback is sought after written reports are sent home and during the Year Group annual reviews. This feedback is welcomed and acted upon. In order to support students in meeting their targets, the school maintains a comprehensive homework policy and homework is set for students in all key stages with the time allocated to complete it reflecting the increasing maturity of our students as they progress through the school. How students perform enables, among other things, our staff to check levels of understanding in terms of what has been taught. Students record any homework in their planners and this is regularly monitored by form tutors. That homework has been successfully completed is signified by a parental signature. Should a student's level of performance become a concern there is a clear mechanism in place to investigate this and to contact parents. Parent Consultation evenings are well attended and not only serve as a means by which parents learn of their daughter's progress, but also provide an opportunity to express their opinions about the school and its values by way of a questionnaire. The overwhelming majority of parents comment positively on the school. For example, in the two questions that ask whether they think that the 'Staff expect their daughter to work hard and do her best', responses ranged between 98-100% in favour.
Parents' views about the quality of teaching.	Parents' views about the quality of teaching are elicited via a questionnaire that accompanies each Consultation Evening where specific questions seek to establish their views regarding the quality of teaching. In parental surveys conducted during 2016, nearly all parents of girls in all years agreed that 'Teaching is good' in the school. Even where the percentage figure did fall, it did so by only two points to 98%. In addition, parental surveys carried out during that same period noted that approximately 97% of parents either Agreed or Strongly Agreed that they would 'Feel comfortable about approaching the school with a question, problem or complaint'.
Equality of opportunity and recognition of diversity are promoted through teaching and learning	Our PSHME and Religious Studies curriculum provide the core body of knowledge that help ensure that students are taught to respect the principles of equal opportunity and diversity. This is then supported by the content that is delivered in the programmes of study of other curriculum areas, with specific topics such as the history of Civil Rights in History and numerous fiction and non-fiction texts studied in English. Equality of opportunity is also evidenced through the delivery of lunchtime clubs which exist to support students

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	who encounter difficulty accessing or understanding aspects of the curriculum. The sixth form IDP also contains information regarding issues of equal opportunity and diversity. Evidence of the positive impact of this provision on our students can be seen in the way they respond to each other, and the work of students through their support of charity appeals as well as through the assemblies that they themselves deliver.
English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.	The students' well-developed skills in literacy and numeracy are reflected in their high levels of attainment. Our Quality Assurance system of lesson pop-ins and work scrutinies provides evidence of this. Resources and ideas for the effective delivery of literacy across the curriculum are located on the school's Staff Drive. Teaching staff keenly aware of the importance of the correct use of grammar, expression, spelling and punctuation in a piece of written text across all subject areas. Work scrutiny procedures conducted across all Key Stages throughout the year also require staff to comment on evidence that actively addresses or promotes numeracy skills. Classrooms and corridor displays encourage students in their literacy and numeracy skills in a variety of topics across the different Key Stages. As a consequence of our promotion of literacy and numeracy skills, our students have excellent communication skills which enable them to compete in a number of nationally recognised events. Our students take part regularly in the CREST Awards and national Maths Challenge competition. High degrees of literacy and numeracy skills manifest themselves on a national (and even global scale) in such events as the Bar Mock Trial Competition, our Young Enterprise Team and our A Level Economics students competing in 2016 of 'Target 2.0' (the Bank of England interest rate competition), where they reached the Finals. This success, together with the extremely high percentage of students who go on to further study either at university and colleges of Further Education would suggest that delivery of English and mathematical skills at the school encourage and support our students to become economically active members of British society. For those students who have numeracy or literacy issues, additional support sessions and 1-2-1 help is available through peer mentoring or through timetabled support with our full-time learning mentor.