

Intermediate Self Evaluation Framework

1 Summary of Overall Effectiveness	Judgement 1234 +/- : 1	Last revised: September 2021	By: SLT
The main reasons for choosing this are..... (if + or -, explain why)	• High attainment and progress made by students in KS4 alongside high attainment and improving value added at KS5 • Positive learning culture with both students and staff proud to be a part of KGGS • Reflective leadership team, who are keen continually encourage all to evolve and make a difference to the students of KGGS • Outstanding behaviour of students in and out of lessons		
Sub judgements			
Quality of Education: 1	Behaviour & Attitudes: 1		Personal development: 1
Leadership & management: 1-	Sixth form: 2+		

Note on Ofsted judgements. In order to be judged outstanding schools must meet all good criteria 'securely and consistently' and then meet the outstanding criteria on top of that. In order for a school to be judged outstanding overall it must have outstanding quality of education. In order to be judged good overall schools must have at least a good quality of education.

What is it like to be a student at this school?
• Students are proud to be a part of KGGS. Both the culture and ethos of the school is an embedded strength and allows students to be themselves as individuals in a highly supportive environment. • High but appropriate expectations are placed on the students and they respond to these extremely positively. • Within the formalised curriculum, high academic rigour is an expectation from both staff and students. All students follow a strong academic core of subjects. • Students are supported by a highly effective pastoral team who form a key pillar of strength in the school. • Staff, governors and parents are committed to ensure students achieve to the best of their abilities with a large number of daily support sessions taking place to aid students in their studies and ensuring students are continually helped where needed. • Highly effective working relationships between staff and students are clearly evident and support the delivery of the formalised academic curriculum. • Outside of the classroom the wider curriculum is varied and a real strength of KGGS. Large numbers of students participate in the various clubs, societies, inter-house competitions and external fixtures and matches. • Achievements are celebrated and we are proud of the students as they are proud to be a part of KGGS.

2 Quality of Education	Judgement 1234 +/- : 1	Last revised: September 2021	By: ZAn/PSm
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	Intent The school delivers on its aim to offer students a broad and balanced curriculum, which results in happy, healthy, and engaged learners, who secure the skills, knowledge, mind-set, and qualifications they need to progress to the next stage of their lives. Provision for different kinds of learners, such as the most able, SEND learners, and those for whom we receive the pupil premium, are embedded into the curriculum as a whole. Along with SMSC, careers provision, and opportunities to understand and celebrate Equality, Diversity, and Inclusion. The formal curriculum offers learners real choice; and ensures all learners follow programmes of study that challenge them academically, physically, and personally. The wider curriculum includes a multitude of extra-curricular activities, such as clubs, visits, participation in sports and fitness, musical events, careers-related activities and competitions. Examples include: Young Tycoons, the Maths Challenge, Maths Feast, Stratford Shakespeare Days, theatre visits, RAF visits, Chemistry Olympiad, Young Enterprise, the Inspire+ Sports Leadership Programme, and the Cyber Discovery Competition. It also includes house events, positions of responsibility, charity fundraising, and thoughts for the day. A re-shaped programme of form time activities, which includes a focus on mental health and well-being, careers, and the world of work, has also recently been introduced. All of these aspects of the wider curriculum work in synergy with the formal courses and subjects taught to ensure KGGs students become global citizens who can compete for sought-after careers and places at higher education. In all key stages, students study a strong academic core of subjects. Levels of challenge are well-embedded into the curriculum, which builds towards timely assessments and clearly-defined end points throughout each year. Each subject's Curriculum Map outlines the skills and subject-content for each term, demonstrating the way in which lessons and units of work are well-sequenced to embed and evolve the core threads in each subject area from the beginning of Year 7 to the end of Year 13. The Key Stage Three curriculum is ambitious whilst also providing a solid foundation for learning and qualifications that come later. When student-voice has been sought, learners in key stage three comment on the way in which the curriculum inspires intellectual curiosity and provides them with what they need to take responsibility for their own progress over time. Surveyed in January 2021, when working remotely, KS3 students made comments such as, 'I have had good feedback from my teachers and I am proud of my marks', 'feedback has been similar to the feedback we get when in school, with some slight improvements', 'the extra English sessions I have had on [Microsoft] Teams have been really useful', and 'online mentoring for French is very good.' We strongly encourage all our students to explore combinations of subjects at GCSE that will help widen their horizons and facilitate potential career pathways. In Key Stage Four, all students study GCSE Religious Education; both English Language and English Literature; and the vast majority, over 92%, study the three separate Sciences. All students study French, German, and Spanish in key stage three, and have the opportunity to study up to three Languages at GCSE. In the summer of 2021, 79% of students completed a GCSE in at least one language; and 74% students completed a GCSE in Humanities, either Geography or History. In addition, we offer a wide range of arts subjects (Art, Music, & Drama) and other subjects such as Economics, Business, Sociology, Computing and Further Maths. In Key Stage Five, all students are offered a broad choice of A Levels, including those in all three Sciences (over 50% of students take at least one Science to A Level); in three Languages; a range of creative subjects such as Art, Photography, Music and Drama; as well as other subjects such as Economics, Business, Sociology and Psychology. To ensure depth of study, all subjects are allocated 10 hours teaching time per fortnight, with the exception of classes where smaller student numbers already allow for regular, individualised support for learners. We ensure all students, from Year 7 to Year 13 develop the reading, writing, communication, and mathematical skills they need to succeed across		

the curriculum – reflected in the fact that 30% of the current Year 12 in 2021 have continued to study English to A Level; and 25% have continued to study Mathematics to A Level. Overall, 100 students in 2021 were entered for at least one STEM subject for A Level (60% of the cohort) with 49 students entered for at least two STEM subjects for A Level (30% of the cohort) and overall entries for STEM subjects constituting 35% of all entries. 64% of students across year 12 and 13 currently study at least one STEM subject.

Implementation

Yearly reviews of the school's curriculum offer, and termly reviews of its implementation, take place to ensure the KGGS Curriculum is appropriate for all the learners in our context and that it is coherently-planned and sequenced. Subject teams have honed planning to meet the needs of their particular subjects and the learners who take their subjects; and assessment practices are well-established and effective. Regular opportunities for reviewing, sharing, and evolving teachers' subject knowledge are provided for teaching staff - via internal training sessions, external courses, and CPD trios we are evolving in school.

Learning walk data from the last two years provides evidence that teachers have an excellent knowledge of the subjects and courses they teach; that teachers consistently present subject matter clearly; check understanding; and ensure learners integrate new knowledge into larger ideas. 98% of lessons visited in 2019-2020 and 99% lessons visited in 2020-2021 indicated good and excellent teaching & learning practice. A rigorous schedule of Quality Assurance activities across the school during the last two years (which included visits to lessons, work scrutiny, and discussions with learners) shows that students' work across subjects continues to be of a high quality; and suggests well-sequenced, knowledge-rich lessons are supporting all learners' progress. The use of an external Local Authority Advisor who is currently an OFSTED inspector has enabled us to ensure our judgements relating to classroom practice are sound.

Individual baseline data from KS2, along with data from Cognitive Ability Testing, is used to set targets for KS3 students. Challenging but achievable targets are set for GCSE using KS2 to KS4 progress predictions to ensure learners make progress in the top 20% nationally. Our record for achieving positive value-added figures, along with comments from learners, suggest the process of target-setting helps learners feel, a sense of ownership over their learning journey. In-year tracking systems are reliable and rigorous; and students' progress and attainment are tracked termly in every subject against their targets. 58% of all final GCSE grades were between 7 to 9 in 2019, 52% in 2020 and 62% in 2021. 78% of GCSE grades attained in 2019 were on or above the target set by the school whilst 77% were on or above in 2020 and 80% in 2021. Final outcomes at GCSE and A-level are consistently within +/- 4% of our aggregated data derived from internal tracking.

Processes for identifying and monitoring students at risk of underachieving are thorough. TLR Holders and middle leaders review student progress regularly by moderating assessments and analysing internal data against student targets. Three times a year, Faculty Leaders and Heads of Year take part in a scheduled meeting with the Head teacher, the Assistant Head teacher i/c Data and Standards, and the member of the Senior Leadership Team who acts as the link for that team, to review tracking data, in detail. Under-performance by groups of students or individuals is highlighted, and intervention strategies implemented to address this. Intervention takes the form of pastoral monitoring; support sessions offered in subject areas; dedicated and targeted support offered by the SENDCo; and Student Individualised Development Plans in the Sixth Form. External Performance Data provides evidence that these strategies are having a positive impact on progress, and that we deliver on offering equality of opportunity: for example, in 2019 we secured a value added score of 0.64 for SEN students and +1.01 for disadvantaged students.

At each stage of the COVID19 Pandemic, we have evolved and amended our approaches to teaching and learning to ensure all students have continued to access the curriculum and make progress. Our Remote Learning offer features the use of Microsoft Teams and sound and

camera links from teachers working from home or in the classroom; creative solutions for keeping learning in practical subjects going; an amended marking & feedback protocol; and adjustments to the order of topics taught to ensure students acquired the knowledge needed in whatever lockdown or isolating context staff and learners have been working. In 2020 and 2021 Parental Questionnaires, parents commented on being 'impressed with how KGGs have adapted to home-schooling and supported the girls to do the same'; and on 'the improvements to online learning and live lessons have helped provide more regular feedback', making the point that, 'KGGs supports my daughters not only academically but also their personal development', and that 'the support received throughout the pandemic has been exceptional'.

In terms of how we have used Catch-up Premium funds, we have utilised the skills and expertise of the School Librarian, an additional teacher of Maths and an additional teacher of English, to establish a comprehensive programme of catch-up and support, prioritising core reading, writing, and mathematics skills in key stage three. Subject Catch-up Days in the Easter Holidays 2021 were well attended by students in KS4 and KS5; and we utilised the National Tutoring Programme for targeted students in Year 11, along with numerous additional KS4 and KS5 support sessions offered by subject teachers in school to ensure students could complete end of year assessments with confidence and be ready for the next stage of their education. When we surveyed students previously identified as at risk of underachieving or in need of catch-up owing to COVID in January 2021, 100% of these students in Yr7 felt they were 'keeping up'; 100% of Yr8 students felt they could 'follow live lessons' successfully; and 83.3% of Yr11 students felt they were 'managing reading texts online well'.

Impact

The results from all student and parental questionnaires consistently demonstrate that the students themselves feel the curriculum enables them to learn well and prepare for the next stage of life or learning, whether in education, training, or employment. For example, in January 2021 98% of Year 10 parents and carers reported they felt KGGs has 'high expectations' for their child, and 98% felt their 'child does well at KGGs'. In May 2021, 91% of year 8 students felt the school provides them with 'opportunities to participate in extra-curricular activities', and 94% felt they 'learn a lot in lessons'.

In 2019, our Attainment 8 score was 6.97, which placed us in the top 3% of schools in the country in terms of attainment. Our Progress 8 score was 0.91; which placed us in the top 5% of schools in the country for progress. Each element of Progress 8 in 2019 surpassed expected progress as follows: *English* +0.70, *Maths* +0.52, *EBacc* +0.91, and the *Open* +1.31.

The success in the 'Open' section shows the breadth of the progress is high across a broad range of subjects for our students. 99% of our students achieved a Grade 4 in both English and Maths in 2019, ranking in the top 4th percentile nationally. 91% of our students achieved Grade 5 in both English and Maths which will rank in the top 4th percentile nationally. The EBacc score was 6.94, 64% of students achieved five or more GCSEs at Grade 7 or above.

The high attainment of our students at KS4 enables the overwhelming majority of students to remain with us and progress to A Level study. In 2019, 87% of our sixth form went on to study at university, a further education course or undertake an arts foundation course. 41% gained places into Russell Group universities. A small number of students chose to take a Gap Year, with a small number, 4.2%, gaining employment or an apprenticeship.

In 2021, our Yr11 Attainment 8 Score was 7.1 (2019- 7.0 and 2020 -6.9). The average point score per A Level entry in 2021 was 45.2. (2019 – 38.0, 2020 – 41.3)

	In 2021 88% (2020 - 78.2%) of Yr13 accepted a place at university and 47.9% (2020 - 43.4%) accepting places at Russell Group institutions.
Strengths.... Our strongest features and the improving areas are....	The breadth and depth of both the Formal and Wider Curricular in all key stages, which is line with National Curriculum, whilst extending learning beyond its requirements. The school's Remote Learning offer, which, along with amendments to the curriculum in light of COVID, has ensured all learners have been able to continue to follow the curriculum. The school's COVID Catch-up Programme, with its focus on Reading, Literacy, and Numeracy in Key Stage Three; and subject-specific support in KS4 and KS5. The outstanding overall progress of Key Stage 4 students: Overall 2019 Attainment 8 Score of 69.7 and Progress 8 Value of +0.91 for 2019; Attainment 8 Score of 6.9 in 2020 and 7.1 in 2021. The progress of disadvantaged students (Progress 8 Value +1.01 for 2019)
Even Betters.... To reach the next grade or to continue to be outstanding we need to....	Continue to bring together the extensive work on monitoring and intervention undertaken in Curriculum and Pastoral Teams to ensure maximum impact on pupil progress for students at risk of underachieving, rolling the Catch-up Programme through 2021-2022, to address longer term effects of impact of COVID on student-progress. Embed CPD Trios and educational research linked to the Education Endowment Foundation across all teaching staff in the school, to support curriculum implementation and teaching & learning.
Coverage aide memoire: content, coverage, sequencing, knowledge & skills, KS3, subject expertise, use of assessment, 'knowing more & remembering more', fluency, reading, achievement (results), readiness for next stage, SEND, disadvantage, EBacc,	

3 Behaviour & Attitudes	Judgement 1234 +/- :	Last revised: September 2021	By: TDo/SMc
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	In our last OFSTED inspection it was 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> As a consequence, the school is proud that it produces students who are <i>"successful, mature and confident...well-equipped to succeed in the next stages of their education and their lives."</i> We still feel this is a fair reflection on the behaviour and attitudes of students at KGGs. Behaviour both in and out of lessons is positive and friendly, and reflects the principles set out in the school's 'Basic Expectations' which all students have copies of and which are then discussed with the student body by form tutors at the beginning of the academic year. In all Year Group questionnaires conducted during 2020-21, 89% of students either 'Agreed' or 'Strongly Agreed' that behaviour is good at school. Whole school learning walks evidence the way in which teachers carefully prepare for lessons; provision for different kinds of learners (including the most able); and activities that promote independence and reflection creates a positive learning environment. The impact of this is that in the vast majority of lessons across the school students exhibit a positive attitude and effective behaviour for learning. A distinctive feature of KGGs is that our students take great pride in the environment and show great affection and love for the school. It is very much <i>their</i> school, as evidenced by the high number of students fulfilling positions of responsibility. This includes: young librarians; academic mentoring in subject areas; duties undertaken to supervise and support younger pupils at lunch time; and leading homework club after school. Further evidence comes from the fact that students aspire to secure positions such as house captain, house secretary, leaders of clubs and societies and head girls. The students' good behaviour enables them to learn and thrive within a school ethos that promotes respect for others. They are keen to help one another: both in lessons and around the school, as seen in the number of students coordinating sports teams; the uptake of students involved in Inspire+; and support for one another when delivering student-assemblies. Exclusions, consequently, are rare. There were no permanent exclusions and 1 fixed term exclusions during 2019-20. There have been 4 fixed term and 0 permanent exclusions in 2020/21. Our students also relate well to others. They respond readily and eagerly to requests to show visitors around the school and volunteer willingly to help with any extra event that the school offers, for example 11+ exams on Saturdays and Year 5 open evening. <i>"What impresses any visitor, however, are the highly developed inter-personal, social and civic skills of the students."</i> OFSTED 2011. The school embraces students from a range of cultural backgrounds. Students are encouraged to work harmoniously and respect others throughout their school life, attending school visits to places of worship and encouraging a wider understanding of social, ethical and philosophical ideas through a well-developed core RE curriculum. As a result, students have a well-developed sense of fairness and justice and whilst incidents are rare the school actively works to address any incidents of discrimination on ethnic, religious, cultural or economic differences or on the grounds of sexual orientation. Led by colleagues on the Senior Team, discussions with different groups of learners - such as the most able, those for whom English is an additional language, those for whom the school receives Pupil Premium funding, and those who feature on the school's SEND		

register - take place regularly throughout the year. Evidence from this Quality Assurance activity indicates that provision for different kinds of learners is effective and much valued by them. The effective use of additional staff (supported by Pupil Premium funding) and Pastoral Support Staff (such as the School Counsellor for example) ensures vulnerable students with specific barriers to learning are well supported. The positive impact of this support is reflected in pleasing Attainment and Progress 8 scores, including those for students identified as 'Disadvantaged'. (2019 P8 score for disadvantaged students was +1.00)

The positive impact of targeted individualised support for Year 11 students at risk of significantly underachieving, implemented by the SENDCO - is reflected in their results and positive progress scores. Furthermore, as a result of a whole school focus on SEND provision and the introduction of fifteen KGS strategies for supporting students with SpLD, the attitude and progress of learners with additional needs has significantly improved in the classroom.

In 2019/20 the IDSR showed that 99% of the cohort of Year 11 students progressed either, to sustained education, employment or training destinations, significantly higher than the national figure. Attitudes to learning are excellent, as evidenced by feedback from learning walk reports with students across the different year groups engaged and focussed on their studies.

This positive attitude to learning is also evidenced from the responses on learning from questionnaires undertaken during Year Group reviews. Responses covering all Year groups during 2019 -2020 show that, on average, 96% of students stated that they "learn a lot in lessons."

Responses to support this include

'We are encouraged to do our best at all times'

'The teaching is fun and we are given lots of support'

'Lessons are enjoyable and the feedback from teachers is useful'

'The school had an excellent reputation and we are encouraged to have high aspirations'

'We have matured and we want to achieve'

Students clearly enjoy being at the school, believe they receive excellent provision, feel safe and are well cared for during their time here as evidenced by 96% of student responses to their year review questionnaire. Students regularly comment on how they see the school and what they like about it.

'Pastoral is always there to guide you when needed'

'There is always someone to go to if I need help'

'School council provides an opportunity to express our opinions'

'I like the spirit of the school and the opportunities it presents'

Year 11 - Discipline helps me – expectations are high, Year 10 - If you are treated with respect, it's reciprocated, it's an achievement to get here, I'm proud to say 'I go to KG', I don't know where I'd be without KG. Year 9 - House system is an incentive to do well, it brings everyone together and is good fun with lots of variety – it's good for everyone, KG has expectations – students put pressure on themselves we want to do well. We feel very lucky – KG is an excellent opportunity for us.

In 2020/21 attendance for KS3 averaged 96.0%, KS4 94.4% and KS5 92.3%

Strengths.... Our strongest features and the improving areas are....	• Pastoral support/systems for monitoring are rigorous and effective. • Positions of responsibility show maturity in our student body well beyond their years. • Relationships between staff and students are positive. • Pastoral focus groups allow for honest and open discussions on what is working well and what could be improved
Even Better.... To reach the next grade or to continue to be outstanding we need to:	• Reinforce basic school expectations and continue • Ensure consistency across different faculty to behaviour procedures within the classroom • Closely monitor punctuality of students to lessons • Improve attendance wherever possible
Coverage aide memoire: consistency, respect, environment, dealing with bullying & harassment, self-control, support, high expectations, routines, improvements, attendance, pupils' attitudes, FTE & permanent exclusions, relationships, safety, leaders' actions, dealing with discriminatory behaviour	

4 Personal Development	Judgement 1234 +/- :	Last revised: September 2021	By: TDo/SMc
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	KGGS student's follow a varied and diverse curriculum both in and out of the classroom. This ensures students are exposed to a variety of different learning experiences and broaden their development to become fully rounded global citizens. Our students relate well to others and are encouraged to take up the opportunities available for both responsibility and leadership in many aspects of school life from year 7 through to year 13. Termly Key Stage and Whole School council meetings attended by representatives from each year group, SLT, chair of governors and led by the Head Girls provides an opportunity for students to take responsibility for eliciting the views of their peers, present them in a formal environment and receive feedback. Form captains, elected termly, assist the form tutor and the role provides an opportunity to develop leadership and communication skills. Our impressive and diverse range of inter-house competitions enables all students to extend their talents beyond the classroom and allows interaction between different year groups that promotes co-operation and collaboration across the year groups. These roles help foster their organisational and self-management skills. Tutor groups plan and deliver assemblies to their peers on important issues that include charitable causes and topical issues. Morning registration incorporates a range of activities including 'Thought for the day' which is planned and delivered by the students, Mental health and well-being, British Values and Futures to fully embrace global citizenship. Charity representatives are elected termly and the student body regularly organises events to raise money for local and national causes for a range of charitable organisations including the Guide Dogs for the Blind, Just Giving, Rotary Club, Cancer Research, the local Foodbank and the British Legion. Learners' confidence and self-assurance is high. Across all Key Stages, our students readily accept challenging academic targets, recognising their own potential to achieve highly. They enjoy being at the school (evidence from students questionnaires 92%), believe they receive excellent provision (evidence from student questionnaires 95%), feel safe and are well cared for (evidence from student questionnaires 95%) during their time here. This confidence and self-assurance is supported through the excellent pastoral system and fostered through the school House system. In addition, peer academic mentoring and sixth form prefects across all faculties provides additional opportunities for students to interact with other age groups and younger students have high aspirations as a result. Throughout KS3 and KS4, students are encouraged and supported in the development of learning strategies to help them succeed. 'Learning to Learn' workshops take place for students in Year 8 and Year 9 each year and all GCSE students experience a session led by external agencies entitled 'Prepare to pass' in October of Y11 which supports the 'Stress free study' session which forms part of the Y10 Induction day. In addition to this Y11 students take part in a 'Stress and mental health' workshop led by Educating minds which is individually tailored to the needs of the cohort each year. In the Sixth Form, students' confidence and self-assurance is promoted in morning registration time and Guidance lessons, and via each student's IDP (Individual Development Plan). This contributes to KS5 making confident and aspirational post-18 choices. The corridors provide opportunities for students' work to be displayed as well as showcasing achievement in extra-curricular activities such as the Young Enterprise, Duke of Edinburgh Award Scheme, Maths and Science Olympiads and academic quizzes plus numerous local, regional, national and even international sporting achievements. Sporting achievements, in the form of 'colours', and subject awards, in the form of badges, are worn proudly on their blazer lapels. The school qualified as a Direct Licence Centre in September 2016 for the Duke of Edinburgh Award Scheme and has a full time designated DofE manager on site. This scheme enrolls approximately 140+ girls each year for the Bronze Award and approximately 50 for the Silver Award, nearly all of whom go on to be assessed and achieve their designation. 12 students are		

working towards their gold award 2 of whom are DofE Ambassadors for the school and work with the DofE manager to promote the scheme and support younger students through their awards.

In addition to registration time, all students follow a timetabled SMSC curriculum programme to effectively prepare them for life in modern Britain. This aims to deliver students with an understanding of British values of democracy, the rule of law, individual liberty, tolerance and respect. This is enhanced further with all students in years 7-11 studying RE alongside thought of the week, weekly assemblies and workshops run by external agencies to address key issues. These include Safety days delivered by the Stay Safe Partnership, Theatre in Education productions such as Chelsea's Choice and 2Fast2Soon delivered by Lincolnshire Emergency Services.

Heads of Year oversee the work of the tutors to ensure that all students receive appropriate emotional support and care. On a day-to-day basis, the students experience Pastoral Care through contact with their form tutor. In addition the Y10 curriculum includes a sequence of Personal Development lessons in preparation for the world of work which includes personal economics and employability skills. Non-teaching Pastoral staff are available throughout the school day in the main pastoral office, the sixth form pastoral office and the student support room to support students. The Student Support room is well utilised to assist students with SEND, mental and physical health and well-being. Pastoral support staff have received enhanced training in first aid and mental first aid. The school also employs a full-time qualified counsellor who is available throughout the day to all students, and staff. Heads of Year have a detailed understanding of the students in their care and use the HOY termly reports to give an overview of the year group and additional information on individuals. The pastoral team have an annual planning day to ensure they provide a holistic approach to the support of students as well as the delivery of the SMSC programme.

The school's provision ensures that students are well prepared for the next stage of their lives. For example, 'Future progression planning' forms part of the SMSC programme for all three Key Stages and students are supported as they progress from one Key Stage to another; we visit primary schools to meet year 6 students and their teachers and they come to a taster day in the summer term; transition from Year 8 to Year 9 is supported by a Team-working Day as new teaching groups are established; Information evening and taster lessons for Year 9 students as they select their GCSE options; Induction day for Y10 with includes a session on study skills to promote independent learning as they begin their GCSE studies in earnest; Information evening and individual appointments for Y11 students to discuss post 16 plans. As the students' progress through the school there is a comprehensive hand-over programme as students' transition to a new Head of Year. Independent careers advice is available to all students, this starts in Year 10 with a 'Progression Planning' interview with a Careers Advisor and this service remains available to them until they leave in Year 13. The outcome of these strategies provides students with a knowledge and understanding of opportunities enabling them to aspire towards rewarding and ambitious careers. In the Sixth Form, the IDP helps identify a student's intended objective in terms of their next stage of education. This is monitored by their form tutor and Head of Year to ensure that a clear plan is in place to meet this. KS4/5 students also have access to a weekly 'What's On' Bulletin via email which informs them of various university open days, careers talks, apprenticeship opportunities, work experience and up to date labour market information. Our enrichment programme includes opportunities for students requiring further work experience for their career choices and our alumni are regular visitors to share their knowledge and experience with current students. During the course of Year 12 a series of Higher education talks and other Post 18 options is delivered to the cohort. Some of these are compulsory, others are optional according to their interests and many are delivered by our strong alumni; a benefit of this is that the presenters, as returning students, identify with our students. Year 13 students are mentored through the UCAS process by the sixth form team. Members of the Sixth Form also undertake part-time employment and voluntary work in the local area. Details of these are recorded in the Student Achievement section of the Head of Year report and in their IDP.

	The school embraces students from a range of cultural backgrounds and the school's proactive stance towards the eradication of bullying and racism enables students to work harmoniously and respect others. Students, as a result, have a well-developed sense of fairness and justice. Global issues such as Human Rights are addressed through the R.E. and Citizenship curriculum as well as assemblies and registration time, and in the Sixth Form using the IDP. Over and above this, the school actively works to address any incidents of discrimination on ethnic, religious, cultural or economic differences or on the grounds of sexual orientation or gender identification. We regularly seek out the views of our students on these issues in student and parent questionnaires and in governor visits and reports. The school makes a significant contribution to the wider community through the Inspire+ Scheme. There are some 64 girls involved in the scheme at present drawn from Years 9 to 13 who help to organise and run sporting events and festivals in the local area. We also have 4 Silver, Gold or Platinum Young Ambassadors who organise and deliver training for younger members involved in the scheme. Many of our students participate in the National Citizen Service programme (NCS) after they have finished their GCSE examinations. For the current Y11 over 55 students have enrolled, despite the uncertainty of the pandemic. Regular analysis of the school's career provision is mapped against the Gatsby benchmarks showing that careers education is embedded across the full curriculum in all year groups, and culminates in a yearly careers week. Examples of activities include a visiting author for Year 7; First Aid training and Medical Mavericks for Year 8; Financial capability task for Year 9; STEM skills careers research in Year 10; visiting artist in Year 12.
Strengths.... Our strongest features and the improving areas are....	KGGS provides extensive and high quality personal development of our students. A wide variety of opportunities are available allowing students to develop their talents and interests alongside exceptional pastoral support and guidance. The variety of extra-curricular opportunities is diverse. The uptake is high amongst the all students, and they enjoy these opportunities. The school prides itself on the development of mature, appropriately confident and successful students. Pastoral team is strong; they meet regularly, communicate well to ensure student support is consistent and comprehensive,
Even Better.... To reach the next grade or to continue to be outstanding we need to:	Continue to revisit the Gatsby benchmarks via the compass tool to map the current careers provision to ensure practice is maximising the opportunities available to students as they progress through the school and onto the next stage of their lives More effective and efficient use of registration time every day Following the restrictions imposed upon us due to Covid, return to a student driven full programme of out of class support and extra-curricular activities.
Coverage aide memoire: opportunities, extra-curricular, take up of provision, coherently planned experiences, character development, SMSC, resilience, pastoral support, healthy lifestyles (physical & mental), preparation for life in modern Britain & fundamental British values, equality and diversity, respect for difference, responsible respectful active citizens, Gatsby benchmarks	

5 Leadership & Management	Judgement 1234 +/- : 1	Last revised: September 2021	By: JFu/AKn
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	A clear intent is in place which is based around the school motto “Inspire, Challenge, Achieve”. High expectations and ambitions for all, with leaders continually focussing on the education provided to the students. Highly visible and approachable SLT with strong links to both pastoral and curriculum teams. Regular meetings which allow issues to be identified and solutions sought quickly. SDP foci 4 in 2020/21 focusses on workload to ensure it is both manageable and sustainable which included a revamped marking policy and continual review on the most effective use of staff time. Flexible approach to parent evenings, and an annual staff survey to gauge feedback and action where appropriate. Each faculty is line managed by a member of the SLT with regular fortnightly link meetings. Staff well-being of faculty teams is regular agenda item at these meetings. Pastoral teams also have regular link meetings to ensure all staff are supported. Staff are able to access a well-being funding pot in addition to specialist services and supervision for any staff who require it. An assistant head teacher has overall responsibility for staff development with training time being used primarily in 2020/21 to ensure all staff were able to deliver high quality remote education in addition to developing staff knowledge base on the variety of possible applications available within Microsoft Teams. -Subject knowledge reviews have been completed by all subjects to identify areas of pedagogical content knowledge needing to be addressed whilst the trio project provides the time for subject staff to work across subject specialisms using EEF research and apply this to their own classroom teaching and learning. A second assistant head teacher has overall responsibility for teaching and learning and the two senior leaders work together to ensure areas of need are identified and support/help is provided. This ensures all teachers are provided with focussed and highly effective professional development which translates into improvements in the teaching curriculum. Formalised lesson observations, learning walks and CPD needs within appraisal documentation allow us to clearly identify training needs and ensure these are targeted. Peer coaching is well established to encourage sharing of best practice amongst colleagues and conclude with a twilight sharing best practice from across the Academy. Thorough programme of QA activities – Learning walks (pop ins), special group discussions, HOY discussions and book checks, faculty learning walks, faculty work scrutiny, student voice and student discussions in faculties, parental questionnaires, student questionnaires etc. This allows the school to evolve its approach and tackle any issues raised effectively. Progress of students is forensically analysed across year groups (HOY reports) and faculties (HOF reports) to identify students who are underachieving. Action then outlined and put in place to support the students who need it. Cross faculty and year group action is co-ordinated to ensure all the students who need support are identified and action is seen. Effective use of pupil premium funding with two pupil premium leads overseeing this work and ensuring the resources being used are having the desired impact. (Evidence – Pupil premium spend plan) Regular communications are sent home to ensure all parents and students are kept up to date with what is happening within the Academy whilst the school embraces opportunities to support the local community. Example – rotary club fundraising		

	Well-being of all staff is a key priority of leaders and governors within the school. Approachable leaders who regularly evaluate the Academy's approach to ensure a highly effective staff body is maintained. Staff questionnaire highlights that the majority of staff feel well supported by their line manager and relationships with colleagues are highly valued. Considered decision making processes with consultation and review with all leaders. Effective use of directed time to involve all members of staff at every level. Decisions analysed to ensure the workload on staff is both appropriate and manageable. Catch up funding has been carefully used to address areas of need whilst not increasing workload on current staff whilst using national programmes such as the national tutoring programme. Issues raised by staff are dealt with quickly and consistently in an appropriate manner with clear procedures in place Highly effective governance ensuring clarity of vision, ethos and strategic direction. Experienced and supportive LGB who invest time and expertise into the Academy and appropriately challenge senior leaders to ensure both effective academic performance and value for money are achieved. Regular governor meetings with leaders appropriately challenged, policies reviewed, policy implementation exercises completed and feedback provided to ensure policies are fit for purpose as needed. Governors are actively involved in the life of the school. Governors are allocated specific roles including safeguarding, health and safety, online safety whilst also being linked to a member of the senior leadership team and faculties. All governors regular undertake training and this is logged and followed up by the clerk. All governors have access to flick online training and regularly complete modules from the NGA. A culture of safeguarding is in place, regularly reviewed and updated alongside CPD for all staff. Regular safeguarding updates, KCSIE 2021, working together to safeguard children and positive environments where children can flourish. New recording system launched in September 2020 to ensure the process is efficient and effective and online reporting system to support students when working remotely. Regular welfare checks in place for students identified as needing additional support. All students registered each morning to allow missing students to be identified quickly and ensure they are engaged with remote education or if they need further help. Site security has been improved, relevant policies regularly reviewed and updated where necessary and additional staff safer recruitment trained.
Strengths.... Our strongest features and the improving areas of our outcomes are....	• Honest and reflective approach • Effective and appropriately challenging governors • Hard working body of staff who feel supported in the work that they do • Review of pupil premium spending, rationale behind this and its impact on the learning and progress of pp students outcomes.
Even Betters.... To reach the next grade or to continue to be outstanding we need to:	• Safeguarding – Continual updates and training • Invest further in staff – NPQ programme • Build further relationships with other local schools to enable expertise and practices to be shared
Coverage aide memoire: safeguarding (identify/help/manage), professional development, workload, support from leaders, ambition, values, inclusivity, parent & community & local services engagement, protecting staff from bullying & harassment, effectiveness of governors/trustees, statutory duties (eg Prevent), capacity for improvement	

6 Sixth form	Judgement 1234 +/-: 1-	Last revised: September 2021	By: SMc
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	- At A level, the school achieved 55% A*/A passes, in 2021 (National A*/A in 2021 44.8%) and 82% of A-level grades between A* and B. . In 2019 the VA score at A-level was -0.09 and this was expected to improve further in 2020 and 2021 in line with the attainment improving. Robust and detailed tracking systems are in place whereby all students are assessed against individual subject-specific targets based on prior attainment. Prior attainment of KGGs students at GCSE is high and students therefore have high targets for their A-level subjects. - In Year group reviews, 100% of students asked agreed with the statement ‘The school expects me to achieve the best I can’, with 71% agreeing strongly. 98% agreed that they learn a lot in lessons. - The extra-curricular programme offered to KS5 students fosters and promotes achievement both within, and extraneous to, the school curriculum. This includes: Young Enterprise, drama productions and educational visits. Unfortunately many of these needed to be cancelled in 2020/21 however will begin again once allowed. Our students are strongly represented in both local and regional musical events. A large proportion of our Sixth Form students every year complete the NCS programme, are involved in work experience in the local community and undertake voluntary work. In 2021, 87% of our students leaving after completing A level study gained university, Specialist College places, with the remainder taking gap years or entering employment or training. - The Sixth Form provides comprehensive information on the range of post 18 courses and routes available and the potential career paths. A programme of individual support is offered to those students who intend to undertake an apprenticeship or seek employment. The results from our student questionnaires are consistently and overwhelmingly positive, demonstrating that the students themselves feel well prepared for the next stages in their life, whether in education, training or employment. - The senior and middle leadership of the school is relentless in its pursuit of a high level of value added for our students. We also make use of data from externally published sources to support our justification for outcomes and progress for students. ‘The Times’ ranked KGGs fourth best performing school in Lincolnshire for KS5 in 2019. The high attainment of our students at KS4 enables the overwhelming majority of students (should they wish to do so), to remain with us and progress to A level study. Indeed, our retention this year from Y11 into Y12 was 82% with 17 students joining our Sixth Form from other schools. - Challenging targets are set for individual students. The Heads of Year in KS5 then use this, as well as other data, to identify those students who are adjusting well to the new academic rigour of post-16 study, and those who are under target in their subject choices. Strategies are put in place to monitor their progress and help them to improve. We identify a Value-Added Focus Group each year based on a forensic analysis of past A-level performance. All subject heads and sixth form teachers are aware of the students in this group. The performance of these students was monitored against their national ready reckoner targets. - During year group reviews, 41 lessons were visited to monitor teaching and learning and 100% of all lesson visited displayed good or excellent practice. - In a survey of 51 students from a focus group who were identified as those in danger of not achieving their target grades, 79% of students stated that their last 3 pieces of work were in line with their target grade. - Each Sixth Form student receives an Individual Development Plan (IDP) which contains useful information regarding internet safety, peer pressure and risky behaviour and offers strategies for keeping safe. It also addresses issues of equal opportunity and diversity, and personal finance and facilitates reflection on activities carried out in guidance and dealt with in assemblies. This document also allows each student to track their progress towards their own personal goals over the two year period. Members of the Sixth Form also undertake part-time employment and voluntary work in the local area. The IDP also encourages each student to consider many aspects of their personal development, including issues of citizenship and British values and their amassed employability skills. KS5 students		

	also have access to a weekly 'What's On' Bulletin via email which informs them of various university open days, careers talks, local jobs, work experience and apprenticeship opportunities. • Sixth Form students are heavily involved in the extra-curricular life of the school. Head Girls, The House Council and Prefects are annually selected democratically by their peers to represent the student body and run a series of competitive events encouraging, organising and motivating younger students. These students provide positive role models to the younger students and work closely with staff. • Attendance in the Sixth Form in 2020-2021 (to end of June) was 92%. Sixth Form attendance is closely monitored by dedicated staff and parents are contacted early each day if there are any concerns about the whereabouts of a student. This contributes to our Year 12 to Year 13 retention figure of 95% in the year 2020-2021. • There is a strong culture of academic commitment within the Sixth Form. • KS5 make confident and aspirational post-18 applications. The majority elect to go into Higher Education in 2021 this was 88%. Others selected FE courses and 10% chose a gap year. 1% elected to seek employment or an apprenticeship. Each year we run a day dedicated to allowing Yr 12 students to explore post-18 options. Feedback from our students is extremely positive as they value the chance to seek practical help to guide them through the maze of options. • There is a programme of support in place for students who join the school in the Sixth Form • A Sixth Form Information Evening is provided for parents with daughters in Year 11 to help support them in their decisions regarding GCSE and A-level subject options. A higher education information evening is provided for parents and their daughters in the Sixth Form covering issues associated with the move to higher education once they leave school at the end of Year 13.
Strengths.... Our strongest features and the improving areas of our provision are....	• The high percentage of A-level results at A/A*. • 112 students currently studying at least two STEM subjects at A-level (36% of our sixth form cohort) • High expectations and a strong and resilient work ethic. • Improving VA scores with forensic analysis and intervention in subjects producing negative VA scores • The exceptional personal development our students achieve. Often we are praised for our Sixth Form students' confidence and competence as they leave us to join university or commence their careers. This is evidenced by the part the Sixth Form play in running the school and the fact that we have our alumni return many times each year to offer careers guidance to existing students and confidently present their experiences; they become positive role models. In addition, we have two presentation evening every year to which we invite former students as guest speakers. They willingly attend with different ex-students coming every year. At these events, parents are always impressed by the inspiration these students provide to their own daughters and are pleased that our current students wish to emulate their achievements and attitudes. Our strong Old Girls network helps to support this and proves that many of our students wish to retain their links with the school community. • The involvement of our Sixth Form students in leading and running many school activities. The House Council are incredibly impressive in how they mobilise and motivate the younger students. The Head Girls are constantly working on events and projects to improve the school and the prefects and club/society organisers and subject mentors inspire the students in the years below them every day.

Even Betters.... To reach the next grade or to continue to be outstanding we need to:	• Better analysis of the Value Added measure to ensure consistently positive contribution from all A level courses. • Work even more closely with our students to ensure that their high expectations are realistic when it comes to planning their post 18 direction. Many students currently do not avail themselves of the guidance we offer and so make choices that are too ambitious or not ambitious enough • Development and implementation of a more resilient system of monitoring progress at A level and moderating assessments in each subject to ensure that any future CAG/TAG allocation is fair and robust and tracking results are in line with 3 year historical data trends.
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School Context	Revision date: September 2021	Author: James Fuller
Students <i>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions.</i>	KGGS is a selective, all girls academy with a student population of just over 1200. Entry is based on the Lincolnshire consortium of grammar schools 11+ examination. Students are selected to be in the top 25% of the ability range in Lincolnshire. Attainment on entry is therefore above average. The stability of students is high and the majority of students come from relatively affluent areas (school deprivation indicator 0.1 compared to the national average 0.2) with 6% of students being FSM6. The schools' admission criteria ensures any pupil premium student who obtains a qualifying score and lives within 12 miles of the school is awarded a place. Additional strategies are in place to support PP students wishing to sit the 11+ examination to increase the number of successful applicants. Unlike other local grammar schools, our entrance criteria, once students have obtained a qualifying 11+ score, is based on distance from the school rather than ranking of test score.	
Staffing <i>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence, extent of supply cover. Comments to do with teaching belong in 'Teaching' below, not here.</i>	At the end of the 2018/19 academic year both the head teacher and deputy head teacher retired. The two members of staff had worked at the school for 29 and 30 years respectively. A new head teacher was appointed in post for September 2019 whilst the position of deputy head teacher was filled for September 2020. KGGS is fully staffed with subject specialists in all areas and staff absence is low. A considerable proportion of teaching staff are part-time whilst overall staff turnover is low.	
Other features <i>Any unusual organisational features of the school. Any other issues which affect your school but which are largely outside your control.</i>	We are a stand-alone academy but do work closely with other Lincolnshire grammar schools in addition to starting to work more closely with other secondary schools in Grantham. We have a PAN of 174 in years 7-11 but are over PAN in all year groups with between 176-182 girls in each. Year 9 is the largest year group with 182 girls. Students attend KGGS from a large catchment area and as a result of which many travel to and from school via the large number of buses that run each day meaning some travel for more than an hour each way between home and school.	