

Outcomes for children and learners

Secondary

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Grade: Outstanding	1			

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

Current progress of all groups across all subjects and all year groups	We have robust and detailed tracking systems in place whereby all students are assessed against individual subject-specific targets. Heads of subject monitor all students and are required to report on any student who is indicating below-target attainment. Heads of Year monitor all students across their subjects, as well as tracking those students in EAL, most able, SEND, ethnic minority and Pupil Premium groups. The accuracy and validity of teachers' evaluations are judged by considering them against historical final outcomes. Given the high levels of both attainment and achievement at the school over several years, we are confident that our awareness of student progress in-year is very good and gives us a substantial level of assurance. The senior and middle management of the school is relentless in its pursuit of a high level of value-added for our students. We also make use of some data from externally published sources (such as 'The Times' Top Secondary Schools) to support our justification for outstanding outcomes and progress for students. In 2016, our KS4 Attainment / Progress 8 performance placed us in the top 4% of schools in the country in terms of attainment and in the top 10% in terms of progress. When comparing our performance with Grammar Schools nationally, our overall Attainment / Progress 8 figure was +0.1 above that of comparative schools. In terms of the percentage of students achieving an A*- C in English and Maths, we achieved 97% and were ranked in the top 5th percentile nationally, significantly above the average of 62%. We were also ranked in the top 4% of schools nationally for the percentage of students achieving 5 or more A*- A grades at GCSE and ranked in the top 11% of schools in terms of progress for those students achieving this standard. For Ebacc, we were ranked in the top 6th percentile with 63% (compared to a national average of 24%). We had a small cohort of 'Disadvantaged' students (5) in Year 11 in 2016. All achieved at least a grade B in English, and 4 of these 5 students, a grade B in Maths. The attainment and overall progress 8 figure for this group was only slightly negative at -0.06, although 4 of these 5 students did have a positive figure.
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Being a selective school, we are obviously expected to demonstrate very high levels of attainment at GCSE. We were ranked in the 4th percentile nationally for the number of students who achieved five or more A*/A grades and 11th percentile nationally for progress. Our Year 11 girls achieved an Attainment 8 score of 68.0, compared to a national figure of 51.7, while our disadvantaged students achieved an Attainment 8 score of 60.8 against a national figure of 52.6.

In terms of Progress 8 analysis, our 2016 figure was +0.43; ranking us second in Lincolnshire with our students achieving nearly half a grade higher than expected. The separate Ebacc elements were English (+0.38), Maths (+0.35), Ebacc (+0.44) and Open (+0.50). This ranked the school 14th, 16th 18th and 12th respectively for each of these separate elements in terms of our national ranking.

Our small number (5) of 'Disadvantaged students' out-performed disadvantaged students nationally (-0.06 compared to -0.38). Our other pupil groups also performed well: SEN (+0.32), EAL (+0.73), Mixed Ethnic group (+0.38)

In terms of pupil progress, KS4 relative performance data showed that 11 out of 28 subjects showed 'significant' above average pupil progress in terms of their average grade performance compared to that of national data.

As well as considering our performance as described by Raiseonline and FFT, we have taken note of the DfE "Similar Schools" analysis at KS4, which shows that KGS ranks highly within its group of 55 schools. For example, we rank 13th for Progress 8 and 12th for Attainment 8.

Post-16 Data

In 2016, 72% of all grades were A*/B.

Our A Level value-added score was -0.09, although this was built on a very positive value-added score in 2014 from KS4.

In 12 subjects our value added points score for A-level was positive with 24 of 25 A Level subjects in line or above national expectations.

We believe that we have established a consistently high level of attainment at A-Level. Since these expected levels are based on the high achievement at KS4 by our students (which show positive value-added from KS2) we can demonstrate that we are indeed adding value for our students as they make their way through the school.

In spite of national changes to AS and A Level specifications and grading structure, the percentage of AS grades at A/B remain strong with 48% of students gaining either an A or B grade in 2016 against a national average of 43%. Moreover, 29.5% of our students gained A*/B grades in facilitating subjects compared to a national average of 17%.

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Secondary

Relevance of qualifications in enabling pupils to progress to their next stage of their education	Whilst our students' high level of attainment at both GCSE and A Level ensures that they are able to access their high quality educational and career aspirations, the students also develop a wide range of skills across and beyond the curriculum during their time in the school that prepares them well for the next stage of their education, training or employment. For example, students across the key stages are able to undertake project work as part of the CREST (Creativity in Science and Technology) Awards scheme. In addition, those wishing to pursue a career in Science, have the opportunity to apply for Nuffield Bursaries and seek work placements in hospitals and medical centres. 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 Inspection dashboard for 2016 reported that 98% of the cohort of Year 11 students progressed either to sustained education, employment or training destinations, against a national figure of 94%. Significantly, our most able mathematicians in Year 11 are entered for the GCSE in Further Mathematics in preparation for their A Level studies. We typically see up to 50% of our Y12 cohort continuing with study in Mathematics at A/S level. Although eligibility for an Ebacc qualification is not compulsory, we encourage our students to consider the benefits of such a combination of subjects at GCSE to help facilitate potential career pathways. The Sixth Form provides information on the range of National Diplomas available and the career paths that these may lead to. Opportunities are made available for students to access these courses should they wish to do so. A programme of individual support is also offered for those students who intend to undertake an apprenticeship or seek employment. The vast majority of our Year 11 students choose to stay at KGGS to attend the sixth form, primarily with the intention of applications for Higher Education. In 2016, 93% of our sixth form went on to study at university or undertake an arts foundation course, of whom 89% secured their first choice place. Of those progressing to university, 47% were accepted into the Russell Group and 1% to Oxbridge. A total of 11 students chose to take a Gap Year, with a further 4 gaining employment or an apprenticeship. In the sixth form, the Extended Project Qualification affords students the possibility to read and research beyond the confines of their chosen AS and A2 subjects. Approximately 20 students each year go on to gain an Extended Project Qualification to support them in their application for a place in our best universities. The results from student questionnaires are consistently and overwhelmingly positive and demonstrate that the students themselves feel well prepared for the next stages in their life, whether in education, training or employment.
Aspirational target setting and robust	Individual baseline data from KS2, along with Cognitive Ability Testing (CATs) data is used to set targets for KS3 students. At GCSE we make use of KS2-4 transition data to set high targets which are consistent with our record for achieving positive value-added

monitoring of pupil progress.	figures, with individual students, who then feel a sense of ownership, and who then assess their progress against their targets in a meaningful way. We employ rigorous and reliable in-year tracking systems. We track students' progress and attainment termly in every subject against their targets. As a measure of our success in this area, 59% of all GCSE grades were A*/A in 2016) and 75% of GCSE grades attained were on or above the target set by the school. We are therefore confident that current attainment is in line with that achieved over the past 3 years, and thereby judge it to be significantly above average. Final outcomes at GCSE and A-level are consistently within +/- 4% of our aggregated data derived from internal tracking. 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, which form the focus for a meeting with the Headteacher. With regard to target setting for sixth form pupils, targets are based on performance at GCSE in terms of average points scored. National transition matrices for all relevant subjects are then used to set challenging targets for individual students. The Director of 6th Form then uses 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. The Director of Sixth Form also compares how well the 'subgroups' are performing in relation to the other students in the school. This is reported to the Deputy Headteacher (Pastoral) and the Headteacher. Student Review Questionnaires across all Year groups include specific questions on how well they are doing, and whether teachers explain how to improve the quality of their work.
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