

Sixth Form

Outcomes for students in the sixth form

	1	2	3	4
Grade:		2		

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

Although close to an Outstanding judgement, current A Level value added data for Lincolnshire schools (2014) indicates that that we should rate the outcomes for our students to be 'Good' rather than 'Outstanding'.

Progress and variations between groups	The Sixth form Panda (SFP) of 2013 reported that our CLA/FSM students had a significantly higher average points score per student (+238 points) than non CLA/FSM students nationally. Our CLA/FSM students' score of 1028 compares well to our non CLA/FSM students at 1030. The Sixth Form Panda (SFP) reported in 2012-13 that our small group of CLA/FSM students achieved positive value-added, and the 7 students from "Any Other Mixed Background" achieved results above expectations in terms of A-level average points score when compared with similar students nationally. At A/S level, students of Indian, and "Any Other Mixed Background" achieved significantly better than expected, whilst all other ethnic groups' attainment was in line with national expectations.
Success rates and attendance	In terms of success rate, the 2013/14 Level 3 Value Added Report shows that achievement at the school for A Level subjects was above average in 12 out of 25 subjects. Moreover, the most recent Sixth Form Panda Report shows that in 2013 our average points per entry were 230.7, and average points per student, 1029.7. Our A-level value-added score was +0.17. These figures were all significantly above the national averages. Indeed, in 11 out of 27 A-level subjects, the average points score was significantly above national figures. We believe that we have established a consistently high level of progress at A-Level. Since using FFT 3 - year averages for A-level (2012-14), achievement at A*/A is significantly above expectations in 8 subjects, and in line in 16 others. 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 Attendance rates in the sixth form are good and have been relatively stable over the past three years. In 2011/12, the sixth form attendance rate was 91.78%; in 2012/13 it was 91.25%; and in 2013/14 it was 90.52%. Our high success rate and attendance is also reflected in our Y12 to Y13 retention figure. In 2014, only 9 students out of 155 chose not to pursue their studies to A2 level.
Responsibility for their own health, safety and well-being	Health and safety issues (such as those affecting young drivers) are dealt with through guidance provision, often by providing workshops with outside agencies on a number of issues.

	Feedback gathered from sixth form students shows that the vast majority of students find this provision beneficial. In the most recent sixth form questionnaires conducted in late 2014, 99% of Y12 and Y13 students stated that they 'Agreed' or 'Strongly Agreed' that they felt safe at school.
Contribution to school and wider community	The outcome of our sixth form provision ensures we maintain our high level of retention. In 2014-15, 135 (80%) of our Year 11 students chose to remain at KGGs. It also encourages other students to join us. In September 2014, 21 students joined our sixth form from other institutions. We would therefore argue that the number of students who stay at the school after Year 11 to continue our studies together with the popularity of the school for external students new to the school in the sixth form, is testament to how well the school equips its student body with the knowledge and aspiration to progress. We have 63 prefects in the sixth form who work with particular faculties or subjects across the school. They provide a range of services from mentoring and supporting younger students with their academic progress, guiding visitors around the school on Information Evenings and offering specific subject advice to Year 11 students considering their post-16 subject options. The three Head Girls are elected by their peers and contribute to the school in an ambassadorial role at formal events, as well as playing a key role in events and decisions affecting the student body. The school House system is an important part of the successful functioning of the school and members of the 6th form play a key role as elected House Captains and House Secretaries. Together with students from other years, sixth form students play an active role (through the Student Panel) in the interview procedures undertaken to recruit new staff to the school. The school makes a significant contribution to the wider community through the VInspire Scheme. At present, two students (Anne Sharpe and Zoe Foote) from Year 13 are Platinum Ambassadors. We also have Silver and Gold Young Ambassadors who organise and deliver training for younger members involved in the scheme. These sports leaders from Years 9, 10 and 11 who help to organise and run sporting events and festivals in the local area. There are some 50 girls involved in the scheme at present. 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 Pastoral Report.
Grade boundary justification	2

Quality of provision in the sixth form

	1	2	3	4
Grade:	1			

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Teaching and learning	The new Sixth Form extension, completed in May 2014, incorporates an extensive study area. This new facility has enhanced the opportunities for dedicated independent self-study for out sixth form students. The impact may be judged in the fact that in a survey conducted in during the Autumn term of 2014, 92% of Year 13 students and 86% of Year 12 students stated that they enjoy being in the Sixth Form. As stated above, the FFT 3 - year averages for A-level (2012-14), demonstrates that achievement at A*/A is significantly above expectations in 8 subjects, and in line in 16 others indicating the quality of teaching and learning we provide. In line with established protocols across Key Stage 3 and Key Stage 4, lessons in the sixth form are subject to a rigorous Quality Assurance programme of lesson ‘pop-ins’, work scrutinies and ‘pupil voice’ protocols to help maintain and improve standards of teaching and learning. Our Quality Assurance programme of faculty-led work scrutinies found that teachers are both assessing our students’ work and providing constructive feedback that supports both learning and planning. In surveys carried out in October 2014 and December 2014, 96% of Year 13 and 90% Year 12 students ‘Agreed’ or ‘Strongly agreed’ that teachers explain how to improve the quality of their work in their feedback. To ensure that our sixth form students are adequately prepared for the external exams, we include an Interim Assessment period within the school calendar. This takes the form of a 2 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
Curriculum programmes & activities	The school offers a broad range of subject options for study at post-16 level. Curriculum provision is reviewed on an annual basis, informed by national developments and, where appropriate, student choice. Currently, 25 subjects are offered within school at AS and A2 Level. The school’s curriculum is structured in such a manner that, together with access to our local partners, the overwhelming majority of students are able to access their full subject choice. Resources and facilities are used to best advantage maintaining an effective balance between students’ needs and the resources available. There is close collaboration with the nearby boys’ grammar school (The King’s School), where an additional A2 subject (Philosophy) is offered. We currently have 13 students in Year 12 and 6 students in Year 13 who currently have part of their curriculum delivered at King’s School. Equally, we presently have 11 King’s students in Year 12 and 8 King’s students in Year 13 who partake of our curriculum programme at KGGS this year. We also have 5 girls who mainly study at Walton but who are studying an AS subject here in Year 12. Students can also access other courses not provided at KGGS at another Walton Girls’ School. Currently, 2 students in both Year 12 and in Year 13 take a course there. As the timetables of the three schools match, this makes it possible to maximise the number of students being accommodated in their first choice subjects. The school also offers sixth form students the opportunity to take the Extended Project Qualification as a means of developing their academic portfolio of skills for university and beyond. Our enrichment programme includes General Studies for students at AS & A2 Level, co-ordinated by the Head of Year. It also includes opportunities for students requiring further Work Experience for their career choices. Young Enterprise is a successful option within the school, and Sixth Form students are involved in all levels of the Duke of Edinburgh Award scheme. We also enter a team of students annually in the Bar Mock Trial Competition where they compete extremely successfully being past National Winners and National Finalists. Every year our A Level Economics students also enter ‘Target 2.0’ (the Bank of England interest rate competition), reaching the national semi-finals in 2014 and 2015.

Support, care & guidance	All students are placed in a tutor group and they have time each morning with their respective tutor. They have a timetabled Student Support lesson and also have a 1:1 review with their tutor each term. These regular reviews identify any students below target and intervention follows. The school's Pastoral Support Assistants are available to students in the 6th Form at all times. In addition to her availability to students across the school, the school's student counsellor is available to 6th form students for a drop in session on a weekly basis. The Director of Sixth Form and Head of Year 12 have offices in Harrowby House the 6th Form accommodation and are available to students during registration, break and lunch times. The Head of Year 12 is responsible specifically for the pastoral care of Year 12 students. She also coordinates their guidance activities, assemblies, supervises their tutor teams, deals with all their reporting and mentors individual students, when required. Progress reports are provided by all subjects for all students three times during Y12 and twice during Y13. Every student has a full annual report. All subjects report to the same criteria. There is good communication between the three schools who work in partnership regarding progress reporting, parents evenings and full reporting on the students who study at other institutions There is a full guidance programme offering advice on Post 18 options as part of an information evening open to Year 12 students and their parents in May each year. Other topics covered include housing, insurance, and finance. All sixth form students have a form tutor who supports them in the preparation of university references. This staff member also monitors attendance in the sixth form daily. The weekly 'What's On' bulletin informs students of university Open Days and courses that may be useful for career choices. The school also sources and facilitates outside speakers to speak to girls regarding specific career choices at students' requests. This includes speakers on such subjects as Gap Year options. Mock interviews are provided for all Oxbridge Students as well as specialist advice for those students contemplating a university course in medicine or veterinary science. Any students can request a mock interview. The school provides information and assistance in enabling students to participate in courses such as Medlink and Summer School activities which will enhance their Post 18 applications. To ensure that our sixth form students are adequately prepared for the external exams period we include an Interim Assessment period within the school calendar – 2 weeks of formal examinations in all their subjects, with detailed feedback to students and reporting of results to parents. This is scheduled in January to facilitate sufficient time for effective tracking of students' progress towards their academic targets
--	---

Impact of provision on outcomes	Most of our students go on to competitive courses at selective universities. 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. Our students are aspirational in their outlook and know precisely what they need to do to achieve their ambition. In 2014, 96% of students went on to further study at university or a college of further education: 126 students (89%) had been accepted on courses by either their first choice or insurance choice university; a further 7 had chosen to undertake a Gap Year, 4 had embarked on an Arts Foundation course, 3 had gone to a college of Further Education and 5 had gained employment. Many of our students attain places at the most selective universities. In 2014, over 45% of our students gained places at the Russell Group and Oxbridge universities. A programme of individual support is also offered for those students who intend to undertake an apprenticeship or seek employment. Our students achieve well in relation to national figures, highlighted by the fact that in 2013 the average points per Y13 student was 1030, compared to 890 nationally. This figure equates to approximately one A-level achievement more for our students. The 2013/14 Level 3 Valued-Added Report shows that achievement at the school for A-level subjects was above average in 13 out of 25 subjects. In terms of our Y12 students, the percentage of A/S grades at A/B shows an upwards trend increasing from 49% in 2010, to 54% in 2014 against a national figure of 42%.
Grade boundary justification	1

Leadership and management of the sixth form

	1	2	3	4
Grade:		2		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade

Embedding ambition and driving improvement	The function of the 6th form is clearly defined as enabling students to achieve their ambitions. Expectations are high and outcomes for our students are celebrated. In order to drive students' ambition in academic subjects, our Y12 and Y13 students are involved in target-setting awareness sessions in September, where national chances graphs and progress data is shared with them. This helps both to inform them and play a significant part in the setting their end-of-year targets. All stakeholders work to ensure that provision is planned to best meet student needs. The school's clearly defined and well-
---	---

	established staffing structure works well to ensure that our vision of academic and personal fulfilment is promoted throughout by managers, teaching staff and learners alike. This is achieved through regular dialogue between SMT, Management Team and 6th Form Teachers and tutors. The Governor's Standards Committee discusses and examines performance data across the school including the sixth form and contributes positively to the school's dedication to continually seek improvement. The Director of Sixth Form and Head of Year 12 play a key role, not only in monitoring the performance of individual students but in ensuring that students are made fully aware of the academic and career opportunities open to them. To this end subject experts and external speakers are invited into school and the weekly online 'What's On Bulletin' outlines courses, open days and various opportunities for the sixth form students. This is very much appreciated by the sixth form students, as evidenced in their comments during the Year 12 and 13 Review Weeks. The Director of 6th Form produces a report each term identifying 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 then implemented in order for the students 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.
Outcomes and promotion of equality	The school has policies in place to promote and maintain equality of opportunity and these ensure that any incident of discrimination addressed. Our last Sixth Form Panda (SFP) in 2013 reported that our Indian and "Any Other Mixed Background" students achieved results above with expectations in terms of AS Level average points score when compared with similar students nationally. At A Level, students of Any Other Mixed Background achieved significantly better than expected, whilst all other ethnic groups' attainment was in line with national expectations.
Safety procedures	Students have an excellent understanding as to what constitutes unsafe situations for themselves and others. Issues of personal safety are included in Guidance lessons. As in the Key Stages 3 and 4, all practical lessons are risk assessed by the teacher and the outcome of this assessment is communicated to the students. The school also responds promptly to any concern raised regarding student safety or child protection.
Engagement with students, parents and partners	Parents' and students' views are actively sought through questionnaires during Review Weeks and annual meetings with parents. Opportunities for written feedback are provided following each cycle of reports. In addition, students are consulted during the Key Stage Council every month, their year group annual review (which includes a questionnaire and student discussion) and the end of year extensive Sixth Form Questionnaire. Their views and feedback are considered and used to inform decisions on future planning. Students are confident to share views at any time with staff on a broad range of subjects. A Year 13 parent questionnaire from October 2014 showed a 100% positive response to the questions "My daughter is making good progress", "the teaching is good" and "I feel comfortable about approaching the school with questions, problems or complaints". 100% of parents also stated that it was their belief that "The school is led and managed well". A written comment from a Year 13 Parent Questionnaire also noted that: "I have been really impressed about how much

	support my daughter has had in preparing and refining her personal statement.” Parents are involved through the Year Group Review Questionnaire and their feedback is invited on Progress Reports and Annual Reports. 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.
Resources & value for money	The new Sixth Form extension (completed in May 2014) and modifications to the interior of Harrowby House have provided excellent value for money, creating independent study facilities as well as a larger social area for students to mix and relax. Sixth form students have been universal in their appreciation and support of the new enlarged sixth form facility. Effective timetabling ensures that teaching rooms are used efficiently for the delivery of lessons where class sizes are smaller than those at Key Stage 3 and 4. Average group sizes are monitored closely and a number of strategies adopted to ensure best value in terms of allocation of staffing. KGGS is one of only two grammar schools providing 10 hours A level teaching per two-week cycle. For example, all 220 sixth form Science lessons per fortnight in are delivered fully equipped and dedicated science classrooms.
Grade boundary justification	2

Overall effectiveness of the sixth form

	1	2	3	4
Grade:		2		

Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

Overall effectiveness	We believe that the evidence we provide above supports our judgement that the overall effectiveness of the sixth form is 'Good'.
Trends of improvement	The retention figure for students staying on to complete A2 qualifications in Y13 has improved slightly from 93% to just over 94% in 2014-15
Grade boundary justification	Whilst provision is 'Outstanding', value added data for 2014 indicates that 'outcomes for students in the sixth form' is 'Good'. Accordingly, we believe therefore on this basis that the Leadership and Management of the sixth form can only be judged as 'Good'