

Leadership and management

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	1	2	3	4
Grade: Outstanding	1			

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

Expectations and ambition	Our students are ambitious and are made aware of the expected progress that students in similar schools will be achieving. Across all three Key Stages, target setting is based on an individual student's prior assessment data and is a process that involves both teachers and students. In KS5, GCSE mean scores are used together with LSC chances graphs; at KS4 GCSE targets are set based on FFT type D progress, and at KS3 sub-levelled targets are designed to aim for at least 2 levels of progress from KS2. The Senior Management Team, together with the school's Management Team, has established a culture which recognises and celebrates success. The school is competitive and consistently achieves at a high level. The school is regularly celebrated as one of the highest performers by the combined GCSE and GCE measure. A positive student and staff work ethic is promoted and, as a result, both are keen to achieve well. Staff from all curriculum areas support the work of teaching and learning groups, and are eager to share good practice. In addition, the Pastoral Team have developed award schemes in KS3 and KS4 to celebrate both effort and achievement. These awards are highly prized by our student body. <u>Meeting and sustaining ambitious targets:</u> <u>Past three years KS4 performance:</u> - o A*/A pass rate: 2012 – 60%, 2013 -59%, 2014 - 59% - o 5 A*-C pass rate: 2012 – 99%, 2013 - 100%, 2014 – 96%
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GCE A/B% attainment

- o 2012 – 67%, 2013 -70%, 2014 – 66%
- o Average Point score per entry : 2012 – 226, 2013 – 231, 2014 - 233

A culture of sustained improvement is maintained by:

- o Regular Faculty Reviews supporting self-analysis and self-challenge
- o Regular Pastoral Reviews focussing on individual student performance and assessing the progress of the sub-groups
- o Regular lesson observations and learning walks monitoring the Quality of Teaching
- o Regular student work scrutiny monitoring the Quality of Learning across the school
- o Regular student reviews enabling feedback and dialogue on the Quality of Learning

The school maintains an excellent reputation locally and throughout the county. The school community acknowledges and is proud of the climate for improvement that exists. This is evidenced by the improvements that have been recognised and which are now being successfully maintained. At GCSE, we have seen the average number of qualifications per student reach 12.17 in 2014, whilst the A*/A pass rate has also been maintained at above 58% and exceeded 60.5% in 2012. A subject specific example might be History with the A*/A pass rate rising from 47% in 2008 to 78% in 2014 and at GCE from 61% A*/B to 81% over the same period. Using FFT's analysis of our GCSE results for 2013-14, against the new Progress 8 measure using first entry and Wolf discounting codes, we can report a score of +.063, placing us in the top 4% nationally for KS2-4 progress.

Challenge and ambition is in evidence at all levels throughout the school from the governing body to the classroom teacher, thereby supporting our endeavours to further build on success.

A report, produced on behalf of the LA, recognised significant strengths in school leadership highlighting the following:

- o Highly effective leadership
- o Relentless insistence on high standards and aspirations
- o Outstanding attainment, and marked upward trends in examination results
- o High levels of student and staff morale
- o A supportive school ethos, where every student is seen as an individual, and where the ECM agenda underpins all activity
- o The school's popularity is increasing, as is evidenced by over-subscription at Y7 and high retention and recruitment at post-16
- o A knowledgeable and supportive governing body

	○ A loyal and appreciative parent body The School Development Plan is monitored throughout the year, ensuring its currency as a practical working document. It provides a framework for improvement and helps promote a dialogue for the continued enhancement of teaching and learning and was praised during our recent Ofsted inspection for its clarity. The SDP is maintained on the governors' secure area of our website for their review and comment. The school uses appropriate data effectively to inform teaching and learning. Recent improvements in attainment evidence the importance the school places on the effective management of teaching and learning. The school is therefore actively engaged in addressing those areas for development identified in its previous Ofsted report and as part of its on-going Quality Assurance protocols. Judged as 'Outstanding' in 26 out of 31 categories and 'Outstanding' for Overall Effectiveness but 'Good' for Quality of Teaching (in our most recent Ofsted Inspection in September 2011), we have worked hard over the succeeding years to address inconsistencies in teaching and learning and the use of assessment to support learning. Individual staff have been supported and more rigorous and regular monitoring of faculties introduced led by the Heads of Faculty themselves. Heads of (and Seconds in) Faculties are far more involved in Quality Assurance and the sharing of good practice. A record of these, together with appropriate strategies to address student underperformance, is reported on each term via the Faculty Review meetings programme with SMT. Best practice is shared across faculties through cross-faculty working groups and peer observation. A whole school non-contact day that was devoted to a "Good Practice Conference" delivered by members of our own teaching staff. This was followed by a whole school peer coaching programme which allowed staff to learn from others who have been recognised as leaders in their particular field of pedagogy and practice.
Accuracy of self-evaluation	Student tracking is well established and closely monitored as is its accuracy. Where there are significant discrepancies between what SMT are told and what takes place, staff are challenged. As an indicator of the reliability of our overall monitoring of academic standards, in April 2014 subject staff tracking anticipated 54% A*/A at GCSE (actual figure in August 2014 was 59%) and 70% A*/B at A2 (actual figure was 66% - not including General Studies). Although we were judged as 'Good' in terms of 'Teaching and Learning' in 2011, we now believe we are working far more in line with 'Outstanding'. The most recent statistics (2013-2014) from our programme of 200 SMT pop-in observations across all three Key Stages, show that 93% of lessons seen were graded as 'Good' or 'Outstanding'; an increase of 5% over the previous year with no lessons observed deemed 'Inadequate'. We also recognise a strong correlation between

Leadership and management

	the judgements made by SMT and performance management observations and feedback from Faculty Heads. Analysis of pop-in data for 2014 – 2015 so far (September to December) indicates that there has been a significant increase (15%) in the number of Year 11 lessons graded 'Good' and 'Excellent'. The accuracy of our self – evaluation and judgements have been validated by external advisors. Governors are fully briefed as to the availability and appropriate interrogation of performance data and exhibit a high level of competence in challenging school achievement from this sound knowledge base. The school works closely with the governing body in ensuring that effective strategies for self-evaluation are implemented and rigorous standards maintained. Governors work closely with the school's Senior Management Team to ensure that challenging targets are set and the school's performance measured against them.
Leadership of teaching and learning	The school uses appropriate data and commentary effectively to inform teaching and learning. Recent improvements in attainment evidence the importance the school places on the effective management of teaching and learning. All teaching staff have ambitious teaching and learning targets as one of their Appraisal objectives. These are set against challenging national student attainment predictors, monitored throughout the year and reviewed annually. The school has developed a comprehensive induction programme for staff new to the school and for those promoted into management posts. The induction of managers includes training supporting the school's Quality Assurance procedures that monitors and judges the quality and effectiveness of Teaching and Learning. Diagnostic systems are in place to investigate underachievement and support strategies activated where appropriate. This rigorous cyclic approach is proving to be successful in supporting our culture for sustained improvement. Whole school tracking and monitoring (involving detailed consideration of the performance of all students and sub groups) is undertaken 3 times a year. Outcomes are analysed by faculty and pastoral teams and students identified as being in need of additional support are seen and action plans produced. This may take the form of classroom teachers providing 'ad hoc' tailored support sessions during recess or lunch periods, or by students attending a series of more regular and established sessions organised by Heads of Subject/ Faculty or with the support of 6th form mentors. Identified target groups at risk of underachieving are monitored more rigorously and flexible strategies put in place to best suit individual needs. The school's Management Team meet regularly to discuss issues relating to the effectiveness of teaching and learning. Student Work Scrutiny and 'Learning Walks' by Heads of Faculty takes place at regular intervals throughout the year to

Leadership and management

	help monitor the quality of teaching and learning. The outcomes (in terms of strengths and areas for developments) are fed back to members of the Senior Management Team, other the Heads of Faculty and Heads of Year via Management Team Meetings and, in turn, the teaching staff in each subject in order to inform and further drive up improvement. Heads of Faculty meet with members of SMT each term specifically to discuss faculty effectiveness in terms of progress and pace. Part of the discourse of these meetings includes challenging Heads of Faculties as to their effectiveness in terms of assessing and addressing issues of progress. Any issues identified via lesson observations (pop-ins) and student work scrutiny by SMT and Heads of Year are fed back to Heads of Faculty to action. These actions and their impact are reported to SMT enabling further discussion and the provision of support as necessary. The cyclic nature of the review processes ensures leaders and managers at all levels take highly effective steps to drive up the quality of teaching still further. Consequently, outcomes in attainment and well-being for most pupils are exceptionally high. It is for these reasons that we feel confident in judging ourselves as 'Outstanding'.
Curriculum impact	The school offers its students a broad and balanced curriculum that promotes spiritual, social, moral and cultural development alongside academic rigour. The quality of delivery and the pupil experience of the curriculum have a positive impact on pupil behaviour and safety. Programmes of study, schemes of work and lesson plans are structured to support students in developing and extending their academic skills to successfully address the increasing intellectual demands as they progress in their school career. Responses from interviews held with the student review panel from each Year group often recognise and celebrate the independence given to the students within the curriculum and the development in self-confidence that accrues as a result. Throughout KS3 and KS4, students are encouraged and supported in the development of learning strategies. The school's provision ensures that students are well prepared for life beyond school. For example, 'Future progression planning' forms part of the PSHME programme for all three Key Stages and PSHME and WRL lessons are planned to ensure that internal transition arrangements are fully covered. Careers advice is available to Year 9 students as they become involved in the KS4 options process. Students have the opportunity to have a 'Progression Planning' interview with a Careers Advisor from Year 10 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. For example, in a survey of Year 11 students' views carried out in October 2014 identified 'encouragement from staff', 'help given by teachers' and the 'friendly atmosphere' as key things

	they liked about the school. Across a range of sporting activities many of our students throughout the school perform and achieve at County, National and even International level. The standard of performance provided by many of our students is recognised as outstanding both locally and nationally. In short, the school curriculum provides highly beneficial and memorable experiences for our students providing a clear direction that fosters and encourages positive behaviour, enabling them to maximise their potential both within and beyond school. As a consequence, the school is proud that it (as stated in the Ofsted report of 2011) produces students who are <i>“successful, mature and confident...well-equipped to succeed in the next stages of their education and their lives.”</i>
Literacy	One of the key foci of the School Development Plan 2013-14 was Literacy. A series of actions including developing literacy as part of Faculty Action Plans and individual Appraisal targets, sharing good practice as part of management Team meetings and increasing the number of books taken out on loan from the school library had a significant impact on raising the profile of literacy within the school. A review of the success and impact of this focus with Heads of Faculty and via a student questionnaire in July 2014 suggested that significant progress had been made in developing the literacy skills of our student body. Cross – curricular literacy is embedded in schemes of work, the use of key subject specific terminology actively promoted within faculties both through displays and during the course of lessons (as evidenced in from the school ‘pop-ins’). The school also has a Literacy Policy that promotes good practice across the school and is regularly reviewed by the Assistant Headteacher (Quality, Planning and Review), and a senior member of the English Faculty whose responsibilities include Literacy.. As part of the Quality Assurance mechanisms that are in place, regular work scrutiny procedures conducted across all Key Stages throughout the year require staff to monitor and comment specifically on evidence that actively addresses or promotes Literacy. In addition, lesson ‘pop-in’ observations will regularly involve a number of ‘spot checks’ of students’ exercise books to check the correct use of grammar, expression, spelling and punctuation in a piece of written text and whether the classroom teacher has commented on any errors. We would also argue that the students’ well-developed literacy skills are evidenced in the high levels of attainment achieved by our students across all subjects at both GCSE and A Level. As part of our conversion to Academy status, the school initiated a cross-phase literacy project with Sir Isaac Newton

	Primary School whereby a number of our Key Stage 3 students, acting as mentors and teachers, engaged in a collaborative project addressing writing for a range of different purposes. Literacy and a love of reading is promoted through the school's active engagement with World Book Day, visits, talk and workshops led by established authors. In 2014, visits to KGGS by two well-known writers of teenage fiction - Meg Rosoff and Gill Lewis – took place. Finally, our school Librarian also actively promotes reading through the use of themed book boxes and timetabled Library lessons.
Governance	The school benefits from a governing body drawn from a range of professions (including Law, Finance, HR, Architecture/ Design and Education, at school, advisory and University levels) who make a significant contribution to the work and direction of the school. They are fully aware of the role and purpose of the various committees in ensuring the continued success of the school. Meetings are well attended, work to a clear agenda and are properly minuted. Governors are fully briefed as to the availability and appropriate interrogation of performance data and exhibit a high level of competence in challenging school achievement from this sound knowledge base. The school works closely with the governing body in ensuring that effective strategies for self-evaluation are implemented and rigorous standards maintained. The Governor committees are fully aware of their responsibilities in holding the senior team and leadership of the school to account in terms of performance and achievement. Equally, the school is keen to engage with the governing body to ensure that any decisions taken will be in the best interests of the students and staff. Governors work closely with the Headteacher and Senior Management Team in ensuring that the school remains successful.
Governors' financial management	Governors maintain a high level of financial awareness and are very conscious of their responsibilities. They demonstrated prudence throughout the academy conversion process, researching the financial implications thoroughly. They adopted a thorough process for the selection of the school's accountants and have independently appointed a very competent and experienced internal auditor, in line with latest guidance. The internal auditor reports directly to the Accounting Officers and Governors three times a year. In this, our third year of operation, the governors have instructed a full internal audit. Governors monitor the budget and financial developments through regular meetings with the Chair of Resources, the Governors' Resources Committee and at Full Governors.

Leadership and management

Secondary

	Financial management and control are thorough, closely monitored and as a result the school is in a very secure position financially. Five year planning is in place, closely monitored and constantly adjusted as information becomes available. Consideration of effective staff deployment is regularly reviewed and changes are implemented as and when needs are recognised. For example, the school's financial management team has been re-structured to ensure better resilience. Resources are carefully managed and best value sought at every level.
Engagement with parents and carers	The school practices a highly successful set of strategies that support and maintain the engagement of parents and carers. At Key Stage transition points, parents are invited to Information Evenings and they are able to talk to staff on a 1:1 basis. All parents receive 3 progress reports and a full written report for their daughter annually. Parental feedback is sought after written reports are sent home and during the year group annual reviews. This feedback is welcomed and acted upon. Consultation Evenings, Information evenings, Year Group briefings and other events such as the Year 7 and Year 12 'Welcome Evening' for parents at the beginning of each school year are very well attended. The school actively seeks the views of parents and carers ensuring that their views are considered when making important decisions. The school's very thorough consultation on Academy Status stands as an example of this. Parents who contact the school for any reason can expect to be seen or spoken to promptly, and any issues arising will be dealt with as a matter of priority. Parents also have access to the Headteacher. He communicates regularly with the parent body through newsletters, is available to speak to parents at events and will always make himself available to speak with parents if they wish. The school maintains copies of letters received from parents. The vast majority are very positive and supportive of the work of the school. Feedback from special events such as the Parents' Consultation Evenings is both positive and appreciative. Any negative comment or feedback of any kind is always acted upon or responded to. In parental surveys carried out in 2013-2014, approximately 98% of parent either Agreed or Strongly Agreed that they would <i>'feel comfortable about approaching the school with a question, problem or complaint'</i>. Achievement is celebrated and promoted very publicly in assemblies. Each Year Group enjoys an Awards Ceremony to which parents and friends are invited. These celebrate student achievement both within and beyond the formal curriculum. These are always very well attended by parents and provide a positive forum for their further engagement with the school.

	News4U, the school's bi-annual newsletter, provides an excellent medium for parents to appreciate the diversity of the school's activities and the success of its students. The school maintains a website and Twitter feed which it employs as an additional means of communication between school and parents. The school provides excellent support for its parent body through specific Year Information sessions. Examples include: Revision Study Skills for Year 11 and 6th Form; external examinations briefings and Higher Education Evening covering UCAS applications and student finance. These all contribute to our students' achievement, well-being and personal development. Comments from parental surveys undertaken during 2014 included: <i>"...it is reassuring to know that it is easy to get in touch with the school should we need to."</i> <i>"Fantastic the way school encourages my daughter to become mature and independent."</i> <i>"We have been extremely impressed by the school..."</i> <i>"I have been really impressed about how much support my daughter has had in preparing her Personal Statement."</i> Many parents also take time to respond in writing when their daughter receives her school report. In 2014, comments from the parents of Year 11 students included: <i>'...thank you for the time and effort invested in producing this report for [name]. We are delighted with her achievements to date and her progress, but not least in her growing confidence in herself.'</i>
Safeguarding	In our last Ofsted inspection our "Ofsted inspection single central record" was described as exemplary. On a day to day basis, the students experience pastoral care through contact with their form tutor. Pastoral Staff are available throughout the school day to look after students Heads of Year oversee the work of the tutors and liaise with the Deputy Headteacher (Pastoral) to ensure that all students receive appropriate support and care. Parents are kept informed and involved at all points. (Case studies demonstrating the effectiveness of care guidance and support are available for scrutiny in the SEF evidence files). The Head of Year Reports (written at the end of each term) include evaluation of the impact on vulnerable groups. These more formal reports focus on the pastoral needs of our students and the impact this has on the performance of both individuals and Year Groups across the range of subjects. The school's Attendance Officer makes first day calls for any unexplained absence and monitors student attendance

throughout the day. The school enjoys effective communication with parents in support of this issue and this is evidenced by our high levels of attendance

The school works closely with a number of external agencies in resolving or supporting issues with a very small minority of students whose attendance is poor

The school is tremendously supportive of individuals who seek help with a broad range of care and guidance issues. These issues are dealt with sensitively and discretely to enable those individuals to remain comfortably integrated within the group. (Examples are available to show the support mechanisms provided to enable students to achieve successful outcomes despite their challenging personal circumstances).

The school actively works to address any incidents of discrimination on ethnic, religious, cultural or economic differences or on the grounds of sexual orientation.

The staff regularly receive specialised training and updates as required. For example, recent training for teachers of hearing impaired students, those with diabetes and those who are anaphylactic.

The school's strategies and policies are reviewed and updated annually in accordance with national guidelines. The school maintains its single safeguarding register as required by the DoE.

The Deputy Headteacher (Pastoral) is the designated teacher for Child Protection. Records are kept of any Child Protection issues and only relevant personnel are informed. The school responds immediately to any concern raised regarding student safety or Child Protection.

The Headteacher, and several members of the Senior Team and governors have completed Safer Recruitment training and ensure that all safer recruitment protocols are observed. One of these is present at every interview panel for teaching staff.

Staff are updated on Child Protection procedures by external trainers tri-annually.

The Deputy Headteacher (Pastoral) informs all new and trainee teaching staff to the school about safeguarding procedures as part of the Induction programmes.

All visitors to the school are required to register in reception, photo ID checked and then issued with an identification badge which must be visible at all times. Procedures are in place to ensure that visitors do not have unsupervised access to students. Any visitors not wearing a badge are challenged.

Leadership and management

Regular risk assessments are undertaken and Health and Safety issues addressed through H&S meetings chaired by the Site Manager. A member of the school's Governing Body, with professional experience of Health and Safety issues, works with the school in ensuring that the site does not pose any hazards or risk to staff and students.

Risk assessments are carried out for individual students and staff when required.

The school keeps accurate records on safeguarding issues and concerns, sharing this (where appropriate) with relevant agencies.

The PSHME curriculum includes aspects of Personal Safety. This is delivered in partnership with the Police. All students in the school receive 'On-Line training' through the CEOPS programme.

Lincolnshire Risk Assessments are completed by staff and checked by the E.V.C. before the school allows staff to take students on day or residential trips.

Nearly all pupils regularly state in the Questionnaire and Student Discussion element of the Year Group Review that they "Feel safe at school"

Practical lessons are risk assessed by the teacher and the outcome of this assessment is communicated to the students.