

Teaching

The quality of teaching

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Grade: Outstanding	1			

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

- Lesson observations play a key role in our strategic plan to continually develop and strengthen the quality of teaching and learning across the school. For the Year 2013 – 2014, nearly 200 lesson observations (pop-ins) took place across all faculties as part of the school's quality assurance programme involving members of SMT. Over 90% of lessons seen were graded as 'Good' or better. No lessons were graded 'Inadequate'. For the start of the 2014-2015 academic year, 96 lessons have been observed with over a third graded as demonstrating 'Excellent practice' and 94% graded 'Good' or better.
- A Peer Coaching Programme operated in 2013-2014 to develop and share good practice across the school in terms of teaching and learning. Examples of good or innovative practice are also shared from our Work Scrutiny programme via our Management Team meetings.
- The impact of these various initiatives is demonstrated by the consistent improvement seen in the percentage of lessons now graded as 'Outstanding'. The percentage of lessons graded as 'Outstanding' has risen from 23% in September 2010 to 41% by July 2014. In this same period, the percentage of 'Good' and 'Outstanding' lessons has increased from 81% to over 90%
- As a result of these measures taken, we would grade ourselves as 'Outstanding'.

Expectations and planning	Teaching is well planned and work differentiated to achieve targets set against prior assessment data in all Key Stages. A teaching and learning focus is always an integral part of the annual School Development Plan. During 2013-2014, this included developing cross-curricular literacy, taking steps to maintain our recent GCSE / GCE success in light of the Nationally driven agenda and to further develop the sharing and dissemination of good practice. For the academic year 2014-2015, the focus is on developing the effectiveness of the school's ability to support and challenge teaching and learning. To this end, several staff were taken off timetable to attend an In-House CPD event led by Dragonfly Training in January 2014 specifically focused on delivering outstanding teaching. Use of appropriate teaching strategies, the support and encouragement from teaching staff and effective peer working in lessons,
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	enable students to develop higher order thinking skills. There is effective use of varied resources to support learning in lessons. The students are confident that resources are good and this is evidenced in the student reviews. The school's VLE is well developed and used extensively by students to support learning beyond the formal curriculum time. There are well-established routines at the start of lessons and clear objectives and expected outcomes are set appropriately. Expectations of staff are high and the monitoring programme now in place across all Key Stages seeks to ensure that the demands of pace and challenge are met. All Heads of Faculty conduct lesson observations and learning walks and the data collected is used in the programme of Faculty Review meetings held with member of the Senior Management Team. SMT also conduct a regular series of lesson 'pop ins' throughout the year and across all Key Stages. The Work Scrutiny programme assists SMT, Heads of Faculty and Pastoral Heads of Year to monitor the quality of lesson planning delivery and challenge in the classroom. Students are encouraged to have high expectations and are set challenging targets. The targets set are based on FFT D and shared with students through 1:1 discussions. (For further information regarding the use of data in terms of target setting, see Achievement section of SEF) Where students study at another school (for example, at King's School or Walton Girls' High School), Progress (Tracking) Reports and written reports are exchanged All teachers record individual student targets for end of year and end of Key Stage and maintain a record of current performance throughout the year. Teachers also have access to records of past performance. This enables teachers to plan lessons to meet the learning needs of individual students based on prior learning and assessment.
Meeting pupil needs	A combination of effective teaching and timely intervention strategies ensures that pupils learn and progress exceptionally well across the curriculum. Teaching strategies often involve a range of pedagogical techniques that both contribute and encourage students to participate and engage in their learning, enabling students to remain focussed and engaged. All subjects arrange support sessions for students and many staff will work with students beyond the formal curriculum time to support their learning. These take place at lunchtimes, beyond the school day, and even during school holiday periods. These include: Maths club, Science Club, ICT support, Art and DT workshops, English examination support, Humanities 'drop in' sessions etc. The MFL faculty provide language classes for those going on study or activity courses abroad.

Through the development of the school's VLE, staff are enabling students to engage in independent learning. Feedback from students and parents indicate that it is highly valued. In the last 12 months (January 2014 to January 2015) well over 90% of students have accessed the resources available on the VLE each month during term time. This usage peaks particularly in the run up to the summer exam period. Over the past 3 years, the number of students logging on and accessing resources has increased by roughly 20%.

The effective use of Teaching Assistants and Pastoral Support staff in helping vulnerable students with specific barriers to learning enabled the school to achieve and maintain a strong 5A*-C (including English and Maths) percentage score.

The school works effectively with external agencies in order to ensure best provision for individual students. For example, teachers from the Pilgrim School, (which provides teachers who home tutor unwell students) are encouraged to work with the school in support of the reintegration process. This also involves the tutor working in partnership with both Heads of Faculty and subject teachers in order to ensure the effective co-ordination of work and course content in preparation for external examinations. The school also works in conjunction with the parents of gifted sports students to provide a manageable timetable to support their daughter's academic progress.

Year 7 CAT scores, together with internal assessments, provide information to a targeted literacy and numeracy support programme delivered to Years 7 and 8 by members of the 6th form, raising the achievement level and self-esteem of the KS3 student and providing a valuable opportunity for the 6th form mentor to support the school community.

From Y8 onwards, the curriculum is amended for students with specific needs e.g. in exceptional cases students who have fallen behind because of medical reasons will be allowed to discontinue a non-statutory subject in order to work with a T.A. or teacher to regain ground in Core subjects.

In KS4, each student's progress is closely monitored and intervention such as 1:1 support with coursework and topic difficulties is given to targeted students.

Specific teaching and learning strategies for meeting the needs of gifted and talented students has been developed through cross faculty working groups and disseminated across the whole school through both faculty and whole school staff meetings.

Students who are admitted to KGGS when studying for GCSE's may have an adapted curriculum put in place to meet their individual needs.

The school maintains a comprehensive homework policy with homework timetables produced each year for each year group in KS3.

	Homework is set regularly and regularly monitored through the use of planners, learning walks, and work scrutiny procedures. All stakeholders are encouraged to have a clear understanding as to the purpose of homework. Within the framework of the Aims of the School, the Aims of Homework are: • To encourage independence self-discipline, self-motivation and personal responsibility in a student for their own learning • To enable students to develop study skills for learning beyond school • To enable students to develop skills of time management, self-organisation and decision making • To enable teachers to check levels of understanding in terms of what has been taught • To enable work begun in class to be reinforced, completed or extended • To enable students to carry out individual research which may not be possible/practicable in school • To enable parents to be involved in their daughter's learning The length of homework tasks increase to reflect the increasing maturity of our students as they progresses through the school. Time allocations of 20 minutes per subject, on average, per week, are applied with regard to subjects as follows: • In Year 7: En[2] Fr[2] Ma[2] Sc[2] D/T[1] Art[1] Music[1] Drama[1] Hi[1] Geog[1] RE[1] ICT[1] • In Y8: As above, with the addition of Ge[2], and 30 mins for Maths • In Y9: 30 minutes per subject but CEA [2] from Art, Music, Drama, and additionally Spanish[1] • In Y10/11: 1 hour (minimum) per subject (certificate) per week • In Years 12 and 13, students may receive up to 4 hours homework per subject per week
Checking understanding/ questioning	Evidence from SMT pop-ins shows that staff are using a range of questioning techniques and skills to good effect. These include: • rapid fire “ping pong” questioning, where appropriate, • thought provoking and searching questioning encouraging high level thinking • examples of open, speculative questioning • directed question and answer sessions • inductive questioning to develop ideas • the use of thinking time to produce more thoughtful responses • differentiated/ graded questioning • using probing questions to develop critical thinking • use of extension questioning • peer questioning, either individually or as members of a group Staff also use ‘mini’ plenary techniques during the lesson to check and monitor the progress of student understanding either by oral

	feedback or through written responses
Marking and feedback	Teachers provide clear success criteria and then check the students understanding through effective questioning and testing using a range of assessment methods (including peer and self-assessment) and students assessing their learning against lesson objectives. Students are able to recognise strengths and set targets for improvement. Constructive feedback is given to students on assessments, and homework supports the learning in the lesson. Students are made aware of assessment criteria for exam, coursework, and controlled assessment requirements. This is achieved through discussion of the criteria, the use of exemplar work to inform learning and teaching, and the use of 'worked examples' to enhance understanding. The impact of the school's effective use of 'Assessment for Learning' strategies is demonstrated by the students' high level of attainment. Lesson observations and SMT pop-ins show that in the vast majority of lessons, staff use a range of assessment techniques to good effect together with clear evidence that strategies for the development of literacy (as noted in the School Development Plan) are being actively employed. Quality Assurance procedures through regular monitoring of students' work (as part of the Work Scrutiny programme) helps ensure that effective targeted and quality teacher feedback is maintained, thereby helping students to understand where and how they need to improve and consequently encourage and maintain high levels of interest and engagement by students in their progress across subjects Staff and students are aware of the targets and use them to monitor progress.
Engagement	The vast majority of teaching staff are graduate trained subject specialists. It is evident from Appraisal observations and SMT pop-ins that teaching staff have excellent subject knowledge and that in the very large majority of lessons the students have great trust in the accuracy of the subject content and the expertise of the teaching staff. As part of our lesson observation / pop-in programme SMT were able to note students who were fully engaged, motivated, enjoying learning and who were confident, focussed and engaged in the vast majority of lessons. It was evident from these observations that the school is providing a good environment for learning where students were able to

	successfully acquire knowledge, develop a good conceptual understanding and become confident in learning and practicing a range of skills. Across the vast majority of lessons seen, the students were: • actively engaged, confident to ask questions and confident in their learning. • applying their knowledge and thinking logically and structured way. • actively processing information to be able to meet the criteria for the tasks. • showing resilience, motivation and the ability to reflect on their progress. • eloquent in their perceptions and often inspiring in their presentation of ideas. • independently making connections between concepts. • supporting each other in solving questions. • in charge of their own learning and accepting that responsibility
Literacy and numeracy	The students' well-developed skills in literacy and numeracy are reflected in the high levels of attainment. The school included 'Developing and Improving the Literacy Skills of students' as one of the key priorities in the School Development Plan 2013-2014. We believe this provided extremely successful with pop-ins and work scrutinies providing evidence of explicit teaching of literacy. Resources and ideas for the effective delivery of literacy across the curriculum were shared and disseminated with the staff through Management Team meetings and through the storing of ideas and strategies on the school's Staff Drive. Teachers are therefore keenly aware of the importance of the correct use of grammar, expression, spelling and punctuation in a piece of written text across all subject areas. Work scrutiny procedures conducted across all Key Stages throughout the year also require staff to comment on evidence that actively addresses or promotes Numeracy skills. Classrooms and corridor displays encourage students in their literacy and numeracy skills in a variety of topics across the different Key Stages. As a consequence of our promotion of literacy and numeracy skills, our students have excellent communication skills which enable them to compete in a number of nationally recognised events. Our students take part regularly in the CREST Awards and national Maths Challenge competition. High degrees of literacy and numeracy skills manifest themselves on a national (and even global scale) in such events as the Bar Mock Trial Competition; our Young Enterprise Team winning the National Media and Marketing Award (organised by The Daily Telegraph) in

	2011; our A Level Economics students came third in the national semi-final in 2014 of 'Target 2.0' (the Bank of England interest rate competition); and one of our 6th form students chairing the National Youth Sports Trust (2009 – 2011).
Impact of teaching on progress across the school	Classroom observations and SMT pop-ins have provided evidence of the depth of the teaching repertoire at KGGS. Good starter activities are used to stimulate thinking and introduce lesson content. Students enjoy learning, are motivated and focussed in lessons. They are confident to ask questions and make good progress. Classrooms have a definite sense of purpose and very good working relationships are evident. The vast majority of lessons are well structured, purposeful and show evidence of high quality work and progress that had clearly been well prepared. Learning is well structured. As a result, the school produces students who are appropriately confident, articulate and perform, in many cases, at the highest levels. The school has an enviable academic record which has seen further improvements in recent years. We are currently ranked top in Lincolnshire for GCSE results, in terms of our Best 8 value added points score. Many of our students attain places at the most selective universities (Russell Group) and the majority of our students gain places at their first choice of university. The school's provision ensures that our students are prepared for a life beyond school. The school currently has 51 students (0.4%) on the SEN register with a wide range of special educational needs; 23 students (0.1%) who have EAL status; and 62 girls (0.5%) are on the Pupil Premium register. All of these girls are monitored individually and, where necessary, their programmes are personalised in order to ensure that they achieve their targets. Lesson observations and Heads of Year Reports show that these students engage and achieve well with their teachers and the rest of the group. If a subject area reports any learning difficulties with an individual student, this is investigated, often using diagnostic tests with external agencies, and suitable strategies are advised and monitored through the IEP. Both the student and their parents are involved in this process. The value-added data for 2014 shows that our students in the EAL, SEN or other minority Ethnic Groups categories achieved above national expectations and with all other groups of students in the school (Raiseonline 2014) For post-16 students, the Sixth Form Panda (SFP) data for 2013 shows 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.

Teaching

Secondary

	As a result of staff being aware and paying attention to those with learning difficulties or disabilities there is no discernible difference in their progress when compared to that of the main group. However, the school also recognises that the sample size is too small to make any significant diagnostic analysis possible.
Judgement	1