

Achievement

Secondary

Achievement of pupils at the school

	1	2	3	4
Grade: Outstanding	1			

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

Expected progress	Given that our students are assessed against challenging targets (typically in line with FFT D), we believe that we can assert that students' progress is at least 'Good'. In terms of KS2-4 (2014) conversion rates, 93% of students in English converted a Level 4 to C+ (compared to 72% nationally) and 66% Level 5 to A*/A (compared to 42% nationally). In Mathematics, 93% converted a Level 4 to C+ (compared to 73% nationally) and 62% Level 5 converted to A*/A (compared with 47% nationally). The best 8 GCSE score for 2014 was 412 points; significantly above the national average of 308. With a Best 8 value added points score of 1,040.6, the school shows significantly above average performance, placing the school in the top 4% percentile nationally. We consider this to be outstanding progress from KS2-4. 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. With regard to value added at A level, we achieve in line with expectations. The percentage of A/S grades at A/B shows an upwards trend increasing from 49% in 2010 to just short of 54% in 2014 against a national average of 42%. We achieved an A level value added score of -0.06 of an A Level grade per entry in 2014 and +0.05 at AS.
Learning and progress across subjects	Quality Assurance procedures ensure that high standards of teaching, assessment, and presentation are maintained through regular monitoring by Heads of Faculty, Heads of Year and SMT via work scrutinies, learning walks and lesson 'pop-ins' etc.

	In all three Key Stages, students are monitored against their target in each subject every term. 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. Heads of Year also operates a rewards system for high and/ or consistent achievement and effort. Heads of Year and the Director of Sixth Form also compare 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. In terms of pupil progress, Raiseonline data showed that 17 out of 26 subjects showed significant above average attainment progress in terms of their average grade performance compared to that of national data.
Reading	The students at KGGS are provided with extensive opportunities to read widely – both fiction and non-fiction – across all subjects. The school librarian runs induction sessions for every Year 7 English class to introduce them to the research and reading facilities available in the Library. In addition, the English Faculty works closely with the school librarian to offer a programme of study that includes specific timetabled lessons for the introduction and promotion of new fiction, specific genres of fiction and non-fiction to complement the demands of cross-curricular literacy. In September 2013, a new reading challenge initiative was introduced in conjunction with the English Department for Year 7 students. Twice a term Year 7 students meet with the School Librarian to discuss their reading and complete their 'love2read' booklets where students record their responses to the books they have read and award star ratings. A recommended Reading List of classic and modern fiction is issued to all KS3 students in September and reviewed and revised at regular intervals to ensure the inclusion of any contemporary works worthy of inclusion. A new 'Young Adult' label has also been introduced to encourage students aged 14+ to continue with their reading habit. To support this initiative, the library stock has been revitalized with Young Adult reads. Interactive copies of the reading lists are available via the VLE as well as in hard copy format. During the period September 2013 – July 2014, students borrowed 7808 library books, a 56% increase compared to the same period last year. The school's Literacy Policy promotes good practice across the school and cross – curricular literacy is highlighted in schemes of work with the use of key subject specific terminology promoted within faculties. Classrooms and corridor displays encourage students to read and engage with a variety of topics across the different Key Stages. 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.
Development and application of skills	The students at KGGs 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. Our students' high level of attainment ensures that they are able to access their high quality educational and career aspirations. In recent years, the English Faculty has enabled Year 7 students to work with Lincolnshire University to produce an anthology for KS2 pupils in the county. In addition, and each year we work with The National Literacy Trust or local reading groups to provide access and workshops for KS3 students with professional writers and poets. In 2014, both Gill Lewis and Meg Rosoff visited the school giving illustrated talks about some of their books and offering workshops on the craft of writing. The delivery of ICT across the curriculum also ensures that our students feel well equipped to embrace and excel across a range of opportunities such as KS4 Business and Enterprise week, Sports Leadership and KS5 Engineering in Education Scheme. In terms of Science, students begin their GCSE studies in Year 9 and develop numeracy skills through data processing and graph work. Students across the key stages also undertake project work as part of the CREST (Creativity in Science and Technology) Awards scheme. The fact that we currently have over 120 students taking Biology and over 120 studying Chemistry at AS and A2 level, is testimony to the successful delivery of Science at both Key Stage 4 and 5. In addition, of those wishing to pursue a career in Science, we have each year several students who apply for Nuffield Bursaries and seek work placements in hospitals and medical centres. The Mathematics curriculum offers students opportunities to apply a range of mathematical skills to a series of real-life situations, from ordering carpets to dealing with stocks and shares. In addition, the most able mathematicians in Year 11 are entered for the GCSE in Further Mathematics in preparation for their A Level studies. The school typically has 120 students studying Mathematics post-16, with very high success rates. The school has post 16 Retention Factor of 99.8% for 2013-14, with 88% of our students in 2014 gaining a place at their first choice or insurance offer university. Our students are aspirational in their outlook and know precisely what they need to do to achieve their ambition. Many of our students attain places at the most selective universities. In 2014, 3% of our Year 13 students were accepted by the Oxbridge universities and 49% by universities who belong to the Russell Group. The results from questionnaires are consistently and overwhelmingly positive and demonstrate that the student themselves feel well prepared for the next stages in their life, whether in education, training or employment.

Knowledge and understanding	Pupils acquire knowledge quickly and develop their understanding rapidly across a wide range of subjects. We track students' progress and attainment termly in every subject against targets set typically in line with FFT D. As a measure of our success in this area, 59% of all GCSE grades were A*/A in 2014) and 78% 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. School data for 2014 indicates that at GCSE 94% of the cohort achieved 5+A*-C incl. Eng/Ma. 65% of our Year 11 students this year achieved 5 or more A*/A grades at GCSE up 2% from 2013. The average capped GCSE score was 1,040.6 points. We are particularly proud of this figure given that it uses the results of all students in the cohort. In terms of sixth form pupils, the Director of 6th Form uses 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 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. 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.
Learning and progress of groups of pupils	The learning, quality and progress of groups of pupils show that they achieve well. When considering the data in relation to "Closing the Gap" at KS4, Raiseonline 2014 indicates that our EAL (4%), SEN (8%), Pupil Premium (6%) and 'disadvantaged' students (6%) - previously categorised as FSM/CLA - though very small in number achieve above expectations across all measures. Our disadvantaged students making expected progress in English (91%) and Maths (88%) are well above the national averages (75% and 71%), and their best-8 value-added figure of 1041.6 is also significantly positive. The performance and progress of these groups of students is routinely tracked during our termly monitoring procedures, and reported on by Heads of Year. The Sixth Form Panda (SFP) reported in 2012-13 that our Chinese and "Any Other White Background" students achieved results in line with expectations in terms of A-level average points score when compared with similar students nationally. At A/S level, students of Indian, Caribbean, and White Irish origin achieved significantly better than expected, whilst all other ethnic groups' attainment was in line with national expectations

Attainment	Given that we employ rigorous and reliable in-year tracking systems, we therefore judge our current attainment at KS4 to be significantly above average. Final outcomes at GCSE and A-level are consistently within +/- 5% of our aggregated data from internal tracking. School data for 2014 indicates that at GCSE, 94% of the cohort achieved 5+A*-C (incl. Eng/Ma). 65% of our Year 11 students this year achieved 5 or more A*/A grades at GCSE, up 2% from 2013. Over 30% of our Y11 cohort achieved 10+ A*/A GCSE grades. In terms of Ebacc performance in 2014, students at the school have achieved above average performance with the overwhelming majority of subjects within the English baccalaureate 'umbrella' registering 0.34% of a grade over and above expected progress (KS2-4). The national percentile rank for these subjects is in brackets: English (6), Maths (31), Science (9), Languages (21) and Humanities (3). Using RAISEonline data for 2012-14 for KS4 indicators over time (Ofsted's suggested measures of average and capped points scores, both 5+A*-C rates, 5+A*-G and English & Maths average points scores) shows that all 15 indicators are rated as significantly above average. This is in line with what we would expect for our students, given that their prior attainment (KS2) is consistently significantly above average. In terms of Average Point Score (Best 8 subjects), we achieved 412 points, 23 points above expectations (FFT Governor Dashboard 2014). When considering the data in relation to 'Closing the Gap' at KS4 the most recent Raiseonline data (2014) indicates that that our EAL, SEN, Pupil Premium and disadvantaged students achieve either in line with, or above, national expectations across all performance measures. 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. 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. The most recent Sixth Form Panda report shows that in 2013 our average points per entry was 230.7 and average points score of 1029.7 per student. Our A-level value-added score was +0.17; all significantly above the national averages. In 11 out of 27 A-level subjects, the average points score was significantly above that of 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-

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	level (2012-14), achievement at A*/A is shown as 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.
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