

## Overall Effectiveness

|                    | 1 | 2 | 3 | 4 |
|--------------------|---|---|---|---|
| Grade: Outstanding | 1 |   |   |   |

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

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| Teaching and achievement | <p>At KGGS, a combination of effective teaching and timely intervention strategies ensures that pupils learn and progress exceptionally well across the curriculum. The vast majority of lessons are well structured, purposeful and show evidence of high quality work and progress. Classrooms have a definite sense of purpose and good working relationships are evident. Good quality constructive feedback enables our students to recognise strengths and set targets for improvement.</p> <p>The school uses appropriate data and commentary effectively to inform teaching and learning and rigorous Quality Assurance procedures ensure that high standards of teaching and assessment are maintained.</p> <p>Evidence from SMT pop-ins shows that staff are using a range of questioning techniques with over 90% of lessons being graded as 'Good' or 'Excellent' (over 200 lessons observed) between the period September 2013 – November 2014. SMT were able to note students who were fully engaged, motivated, enjoying learning. Teachers were providing clear success criteria and then checking the students' understanding through effective questioning and testing using a range of assessment methods, including peer and self-assessment. During the academic year 2014-2015 to date, the percentage of lessons seen graded 'Good' or 'Excellent' currently stands at 94%.</p> <p>In terms of GCSE achievement, we do well. As a selective school we are often judged by the percentage of students achieving 5+A*/A, and achieving 10+A*/A. School data for 2014 indicates that at GCSE, 94% of the</p> |
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|                                    | <p>cohort achieved 5+A*-C incl Eng/Ma. The average capped GCSE points score (best 8) was 411.5 in 2013-14 compared to a national figure of 306.9. National Performance tables' data also shows that we were ranked in the 4% percentile nationally, in terms of value added performance, with an EBacc (best 8) score of 1040.6.</p> <p>At GCE, the school achieved a 58% A*/B pass rate in 2014, compared to the national figure of 54%. The percentage of A/S grades at A/B shows an upwards trend from 2010-2014, increasing from 49% to 53% against a national average of 42%. Our A Level value added score was -0.06 of an A level grade per entry.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Preparation for progression</b> | <p>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.</p> <p>Students develop their independent learning skills through workshop activities with an external agency in Y11 and through PSHE activities. PSHE lessons also cover aspects of employability and financial capability which are pertinent to students about to leave school. Outside speakers are also used to address issues such as student finance. The use of outside agencies also enable our students to discuss and access up to date information on health issues e.g. Risky Behaviour workshop.</p> <p>An extremely high percentage (approximately 80%) of our Year 11 students remain with us to continue their studies at A Level each year at KGGS. Of those who leave, many attend vocational orientated courses at other post-16 institutions, while a smaller number enter the world of work.</p> <p>Of the 143 students in Year 13 who completed their A Levels at KGGS, 126 students (88%) 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, 4 students (3%) were accepted by the Oxbridge universities while a further 61 (49%) commenced courses at the prestigious Russell Group of universities.</p> <p>The opportunity for students to take the Extended Project Qualification is having a significant impact on the development of higher order and independent learning skills for sixth form students.</p> |

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|                                   | A comment from a parent on The Good School' Guide noted: 'The school turns out confident, independent girls who don't take any nonsense.'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Progress in literacy</b>       | <p>The overwhelming majority of students arrive with good literacy skills and these are fostered and developed through the curriculum. Opportunities for Literacy work are highlighted in schemes of work.</p> <p>Our KS2-4 (2014) conversion rates for English remain strong, with 93% of Level 4 students achieving a grade C+ (compared to 72% nationally), 33% of Level 4 students achieving a grade A*/A (compared with 6% nationally) and 66% Level 5 students achieving an A*/A grade (compared to 42% nationally).</p> <p>Literacy is among the Functional Skills monitored specifically as part of our cross-curricular Work Scrutiny procedures that take place at regularly during the year. As part of this process, student progress as well as staff responses and feedback with regard to literacy is recorded and monitored.</p> <p>Any issues that are identified through early CATs testing and via English assessments early in Year 7, helps inform the established intervention procedures.</p>                                                                                                              |
| <b>Leadership and management</b>  | <p>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 achieves at a high level. The Governing body works to ensure that the Senior Management Team are held to account for all aspects of the school's performance.</p> <p>A positive work ethic is promoted and staff from all curriculum areas are willing and eager to share good practice in order to sustain and exceed our ambitious performance targets. Our last SIP report (produced on behalf of the LA) recognised significant strengths in the school organisation and leadership commenting on the 'relentless insistence on high standards and aspirations.'</p> <p>Quality Assurance procedures are well embedded and the cyclic nature of the review processes ensures both senior leaders and middle managers take highly effective steps to drive up the quality of teaching still further.</p> <p>Self-evaluation mechanisms are strong and provide an accurate picture to the Senior Team and Governors of the school's performance.</p> |
| <b>Other principal aspects eg</b> | Attitudes to learning are excellent, as evidenced by the 'Pop-in' summary. Members of SMT and Heads of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <b>behaviour and safety</b>                      | <p>Faculty were able to note students who were fully engaged, motivated, enjoying learning and who were confident and focussed 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.</p> <p>Parents, carers, staff and pupils comment overwhelmingly that behaviour and safety is of a high standard. A recent comment from apparent in Year 8 stated: <i>"It is a joy to know my daughter is in safe hands."</i> Students regularly comment on how they see the school and each other as very much part of a family. A comment from a survey of Year 8 student stated: <i>"I like the way everyone cares about each other"</i></p> <p>Student behaviour was judged to be 'Outstanding' in our last Ofsted report (October 2011). The report stated that KGGS students were: <i>"... unfailingly polite, support each other exceptionally well and forge excellent relationships with the adults responsible for their education and care."</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Spiritual, moral and cultural development</b> | <p>Students learn about a range of religions and beliefs through the R.E. curriculum both within the classroom and through visits e.g. all of Y9 visit a Gurdwara.</p> <p>The school also operates a programme of weekly themes. These form the ideological foundation of assemblies and 'Thoughts for the Day' and support and promote a broad range of spiritual, moral and cultural issues. Students actively seek to engage in opportunities providing experience of other cultures. Examples include participation in Japanese Exchange visits, World Challenge and Spanish, French and German Exchange visits.</p> <p>As a result, our students are keen and happy to engage in issues surrounding cultural diversity and seek to participate in cultural experiences both within and beyond the school environment. Equally, students from other cultural backgrounds are welcomed and find it easy integrate into the ethos of the school community.</p> <p>Art students are able to visit Art Galleries in this country and in Europe. Both English and Drama offer students the opportunity to visit both regional and national theatres to see performances. In October 2014, A Level English and Drama students attended a production of Ibsen's <u>A Doll's House</u>; while in July 2014, AS Media Studies students visited the news room and various TV and radio recording studios as part of a trip to BBC Broadcasting House, in London. All Year 7 students have the opportunity to see a popular play or musical. Recently, this has included performances of 'Matilda' and 'War Horse', and KS3, 4 and 5 students regularly attend live Shakespeare performances.</p> <p>The school has a Debating Club and runs a House Debating Competition on issues of topical interest. The school also participates (and has been a National Winner) of the Bar Mock Trial Competition for both Y9 &amp; Y12</p> |

students on several occasions. Our student body is a strong contributor to the work of various charities, regularly raising in excess of £10,000 each year.

Many of our students throughout the school perform and achieve at County, National and even International level. Our Year 13 Economics students came third in the national semi-final in 2014 of 'Target 2.0' (the Bank of England interest rate competition) in 2014. A team from the school compete each year in the Bar Mock Trial competition, being particularly successful in 2012 when team was invited to New York, USA to take part in the competition.

The school also encourages and supports students across a broad range of activities both within and beyond school. Many students excel in Sport, Music, Dance, Drama and oratory with students performing in national events such as Rock Challenge and the Grantham Music Festival.