

Intermediate Self Evaluation Framework

1 Summary of Overall Effectiveness	Judgement 1234 +/- : 1	Last revised: January 2021	By: SLT
The main reasons for choosing this are..... (if + or -, explain why)	• High attainment and progress made by students in KS4 alongside improving attainment and value added at KS5 • Positive learning culture with both students and staff proud to be a part of KGGS • Reflective leadership team, who are keen continually encourage all to evolve and make a difference to the students of KGGS • Outstanding behaviour of students in and out of lessons		
Sub judgements			
Quality of Education: 1-	Behaviour & Attitudes: 1		Personal development: 1
Leadership & management: 1-	Sixth form: 2+		

Note on Ofsted judgements. In order to be judged outstanding schools must meet all good criteria 'securely and consistently' and then meet the outstanding criteria on top of that. In order for a school to be judged outstanding overall it must have outstanding quality of education. In order to be judged good overall schools must have at least a good quality of education.

What is it like to be a pupil at this school?

- Students are proud to be a part of KGGS. Both the culture and ethos of the school is an embedded strength and allows students to be themselves as individuals in a supportive environment.
- High but appropriate expectations are placed on the students and they respond to these extremely positively.
- Within the formalised curriculum high academic rigour is an expectation from both staff and students. All students follow a strong academic core of subjects.
- Students are supported by a highly effective pastoral team who form a key pillar of strength in the school.
- Staff, governors and parents are committed to ensure students achieve to the best of their abilities with a large number of daily support sessions taking place to support students in their studies and ensuring students are continually helped where needed.
- Highly effective working relationships between staff and students are clearly evident and support the delivery of the formalised academic curriculum.
- Outside of the classroom the wider curriculum is varied and a real strength of KGGS. Large numbers of students participate in the various clubs, societies, inter-house competitions and external fixtures and matches.
- Achievements are celebrated and we are proud of the students as they are proud to be a part of KGGS.

2 Quality of Education	Judgement 1234 +/- : 1-	Last revised: January 2021	By: ZAn/PSm
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	Outstanding (1) ✓ The school meets all the criteria for a good quality of education securely and consistently. ✓ The quality of education provided is exceptional. In addition, the following apply. ✓ The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. ✓ The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. ✓ Pupils' work across the curriculum is consistently of a high quality. ✓ Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. Good (2) Intent ✓ Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] ✓ The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] ✓ The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] ✓ Pupils study the full curriculum; it is not narrowed. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition. Implementation ✓ Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. ✓ Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. ✓ Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. ✓ Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.		

- ✓ Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- ✓ The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- ✓ Reading is prioritised to allow pupils to access the full curriculum offer.
- ✓ A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- ✓ The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- ✓ Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- ✓ Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- ✓ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- ✓ Pupils’ work across the curriculum is of good quality.
- ✓ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Intent

The school delivers on its aim to offer students a broad and balanced curriculum, which results in all learners in all key stages securing the skills, knowledge, mind-set, and qualifications they need to progress to the next stage of their lives. The formal curriculum offers learners real choice; and ensures they all follow programmes of study that challenge them academically, physically, and personally. The wider curriculum encompasses a multitude of extra-curricular activities, clubs, visits, participation in sports and fitness, world challenges, musical events, and competitions - such as Young Tycoons, Maths Challenge, Maths Feast, Poetry Live, Chemistry Olympiad, Young Enterprise, and Bank of England competitions. It also includes house events, positions of responsibility, charity fundraising, and thoughts for the day. All of these aspects of the wider curriculum work in synergy with the formal courses and subjects taught to ensure KGGS students become global citizens who can compete for sought-after careers and places at higher education.

In all key stages, students study a strong academic core of subjects and levels of challenge are well-embedded into the curriculum, which builds towards timely assessments and clearly-defined end points in all key stages. In Key Stage Three, Curriculum Progression Grids outline the skills and subject-content for each term, which we know - when student-voice has been sought - are valued by learners in key stage three, who also comment on the way in which the curriculum inspires intellectual curiosity and provides them with what they need to take responsibility for their own progress over time.

Although the requirement to follow a full EBacc range of qualifications is not compulsory, we strongly encourage our students to consider the benefits of such a combination of subjects at GCSE to help facilitate potential career pathways. In Key Stage Four all students study three separate Sciences as well as having the opportunity to study up to three Languages in addition to a wide range of arts subjects (Art, Music, Drama) and other subjects such as Economics, Business, Sociology and Computing and Further Maths. In Key Stage Five, students are offered a wide range of A Levels, including all three Sciences; three Languages; a range of creative subjects such as Art, Photography, Music and Drama and a broad choice of other subjects, such as Economics, Business, Sociology and Psychology.

Implementation

A whole school review of planning and schemes of work in 2018-2019, provided evidence that the school's curriculum is coherently-planned and sequenced: subject teams have honed planning to meet the needs of their particular subjects and the learners who take their subjects; and assessment practices are well-established and effective.

Learning walk data from 2018-2019 provides evidence that teachers have an excellent knowledge of the subjects and courses they teach; that teachers consistently present subject matter clearly; checking understanding, and ensuring learners integrate new knowledge into larger ideas. Of 172 lessons visited in 2018-2019, 97% indicated good and excellent teaching & learning practice. A rigorous schedule of Quality Assurance activities across the school in 2018-2019 - which included visits to lessons, work scrutiny, and discussions with learners led by subject and pastoral leaders – showed pupils' work across the curriculum over time to be of a consistently high quality; and that, in the vast majority of areas in the school, series of lessons contribute exceedingly well to the delivery of the curriculum intent. Use of an external LEA advisor who is a current OFSTED inspector is being utilised to ensure our judgements are sound.

Individual baseline data from KS2, along with data from Cognitive Ability Testing, is used to set targets for KS3 students. High targets are set for GCSE using KS2 to KS4 progress predictions to ensure learners make progress in the top 20% nationally. Our record for achieving positive value-added figures provides evidence that the process of target-setting leads to learners feeling a sense of ownership over their targets; and that regular student reviews of progress, in subjects and in form groups, has the desired, positive impact on student-achievement.

In-year tracking systems are reliable and rigorous; and students' progress and attainment are tracked termly in every subject against their targets. 53% of all GCSE grades were between 7 to 9 in 2020 (2019 - 58%) 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 well above average.

Processes for identifying and monitoring students at risk of underachieving are thorough: Faculty Leaders and Heads of Year produce a report for the Headteacher three times a year in which any under-performance by an individual is highlighted, together with intervention strategies planned to address this. Support sessions offered in all subject areas; pastoral monitoring of progress across subjects for key individuals; dedicated and targeted support offered by the SENDCo; and Student Individualised Development Plans in the Sixth Form are examples of how we support students at risk of underachieving. Evidence that these strategies are having a positive impact on progress, and that we deliver on offering equality of opportunity, Progress 8 scores of 0.64 for SEN students and +1.00 for disadvantaged students in 2019.

Impact

	In 2020, our Attainment 8 score was 69.3 (2019 – 69.7) whilst our Progress 8 score was 0.91 (well above average) in 2019. The attainment 8 score has continued to be high over the last 4 years 2017 - 68.1, 2018 - 66.7 and 2019 - 69.1 whilst our progress 8 score has also been well above average for the last 3 years. 2017 +0.65, 2018 +0.59 and 2019 +0.91 Each element of Progress 8 in 2019 surpassed expected progress as follows: English; +0.70 Maths; +0.52 EBacc; +0.91 Open: +1.31 All progress elements were within quintile 1 and significantly above average. The success in the 'Open' section shows the breadth of the progress is high across a broad range of subjects for our students. 99% of our students achieved a Grade 4 in both English and Maths in 2020 (2019 – 99%, 2018 - 98% and 2017 – 98%) 94% of our students achieved Grade 5 in both English and Maths in line with 2019 – 91% 2018 – 88% and 2017 – 91%.. The high attainment of our students at KS4 enables the overwhelming majority of students to remain with us and progress to A Level study. Our IDSR for 2019 reported that 99% of the cohort of Year 11 students progressed either, to sustained education, employment or training destinations, being significantly above the national average. In 2020, 83% of our sixth form went on to study at university, a further education course or undertake an arts foundation course. Of those progressing, 44% gained places into Russell Group universities. A small number of students chose to take a Gap Year, with a small number, 4.8%, gaining employment or an apprenticeship. The results from student questionnaires are consistently and overwhelmingly and demonstrate that the students themselves feel well prepared for the next stages in their life, whether in education, training or employment.
Strengths.... Our strongest features and the improving areas are....	The breadth and depth of the curriculum in all key stages, which is line with National Curriculum, whilst extending learning beyond its requirements. The fact that in almost all areas, the curriculum is implemented by well-qualified specialists, who utilise excellent levels of subject knowledge. The outstanding overall progress of Key Stage 4 students (Progress 8 value at +0.91 for 2019) The progress of disadvantaged students (Progress 8 value at +1.00 for 2019)
Even Betters.... To reach the next grade or to continue to be outstanding we need to....	Ensure student progress at Key Stage 5 continues to improve and is positive in 2021 (VA in 2019 was -0.09. The APS in 2019 was 3.78 whilst in 2020 it was 4.10) Closely monitor the number of students selecting the full EBacc combination of subjects to ensure a broad curriculum foundation is maintained. Continue to embrace and evolve curriculum delivery via the remote education environment currently in place Ensure effective use of catch up funding to ensure areas of weakness as a result of missing time in school are identified and addressed.
Coverage aide memoire: content, coverage, sequencing, knowledge & skills, KS3, subject expertise, use of assessment, 'knowing more & remembering more', fluency, reading, achievement (results), readiness for next stage, SEND, disadvantage, EBacc,	

3 Behaviour & Attitudes	Judgement 1234 +/- :	Last revised: January 2021	By: TDo/SMc
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	Outstanding (1) ✓ The school meets all the criteria for good in behaviour and attitudes securely and consistently. ✓ Behaviour and attitudes are exceptional. In addition, the following apply: ✓ Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. ✓ Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils. ✓ Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education. Good (2) ✓ The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines. ✓ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. ✓ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. ✓ Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. ✓ Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. ✓ Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately⁸² as a last resort. ✓ Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. In our last OFSTED inspection it was 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> As a consequence, the school is proud that it produces students who are <i>"successful, mature and confident...well-equipped to succeed in the next stages of their education and their lives."</i> We still feel this is a fair reflection on the behaviour and attitudes of students at KGGS. Behaviour both in and out of lessons is positive and friendly, and reflects the principles set out in the school's 'Basic Expectations' which all students have copies of and which are then discussed with the student body by form tutors at the beginning of the academic year.		

In all Year Group questionnaires conducted during 2019-20, 89% of students either 'Agreed' or 'Strongly Agreed' that behaviour is good at school.

Whole school learning walks evidence the way in which teachers carefully prepare for lessons; provision for different kinds of learners (including the most able); and activities that promote independence and reflection creates a positive learning environment. The impact of this is that in the vast majority of lessons across the school students exhibit a positive attitude and effective behaviour for learning.

A distinctive feature of KGGS is that our students take great pride in the environment and show great affection and love for the school. It is very much *their* school, as evidenced by the high number of students fulfilling positions of responsibility. This includes: young librarians; academic mentoring in subject areas; duties undertaken to supervise and support younger pupils at lunch time; and leading homework club after school. Further evidence comes from the fact that students aspire to secure positions such as house captain, house secretary, leaders of clubs and societies and head girls.

The students' good behaviour enables them to learn and thrive within a school ethos that promotes respect for others. They are keen to help one another: both in lessons and around the school, as seen in the number of students coordinating sports teams; the uptake of students involved in Inspire+; and support for one another when delivering student-assemblies. Exclusions, consequently, are rare. There were no permanent exclusions and 1 fixed term exclusions during 2019-20. There have been 3 fixed term exclusions in 2020/21.

Our students also relate well to others. They respond readily and eagerly to requests to show visitors around the school and volunteer willingly to help with any extra event that the school offers, for example 11+ exams on Saturdays and Year 5 open evening. *"What impresses any visitor, however, are the highly developed inter-personal, social and civic skills of the students."* OFSTED 2011.

The school embraces students from a range of cultural backgrounds. Students are encouraged to work harmoniously and respect others throughout their school life, attending school visits to places of worship and encouraging a wider understanding of social, ethical and philosophical ideas through a well-developed core RE curriculum. As a result, students have a well-developed sense of fairness and justice and whilst incidents are rare the school actively works to address any incidents of discrimination on ethnic, religious, cultural or economic differences or on the grounds of sexual orientation.

Led by colleagues on the Senior Team, discussions with different groups of learners - such as the most able, those for whom English is an additional language, those for whom the school receives Pupil Premium funding, and those who feature on the school's SEND register - take place regularly throughout the year. Evidence from this Quality Assurance activity indicates that provision for different kinds of learners is effective and much valued by them. The effective use of additional staff (supported by Pupil Premium funding) and Pastoral Support Staff (such as the School Counsellor for example) ensures vulnerable students with specific barriers to learning are well supported. The positive impact of this support is reflected in pleasing Attainment and Progress 8 scores, including those for students identified as 'Disadvantaged'. (2019 P8 score for disadvantaged students was +1.00)

The positive impact of targeted individualised support for Year 11 students at risk of significantly underachieving, implemented by the SENDCO - is reflected in their results and positive progress scores. Furthermore, as a result of a whole school focus on SEND provision and the introduction of fifteen KGGS strategies for supporting students with SpLD, the attitude and progress of learners with additional needs has significantly improved in the classroom.

	In 2019/20 the IDSR showed that 99% of the cohort of Year 11 students progressed either, to sustained education, employment or training destinations, significantly higher than the national figure. Attitudes to learning are excellent, as evidenced by feedback from learning walk reports with students across the different year groups engaged and focussed on their studies. This positive attitude to learning is also evidenced from the responses on learning from questionnaires undertaken during Year Group reviews. Responses covering all Year groups during 2019 -2020 show that, on average, 96% of students stated that they “learn a lot in lessons.” Responses to support this include ‘We are encouraged to do our best at all times’ ‘The teaching is fun and we are given lots of support’ ‘Lessons are enjoyable and the feedback from teachers is useful’ ‘The school had an excellent reputation and we are encouraged to have high aspirations’ ‘We have matured and we want to achieve’ Students clearly enjoy being at the school, believe they receive excellent provision, feel safe and are well cared for during their time here as evidenced by 96% of student responses to their year review questionnaire. Students regularly comment on how they see the school and what they like about it. ‘Pastoral is always there to guide you when needed’ ‘There is always someone to go to if I need help’ ‘School council provides an opportunity to express our opinions’ ‘I like the spirit of the school and the opportunities it presents’ Year 11 - Discipline helps me – expectations are high, Year 10 - If you are treated with respect, it’s reciprocated, it’s an achievement to get here, I’m proud to say ‘I go to KG’, I don’t know where I’d be without KG. Year 9 - House system is an incentive to do well, it brings everyone together and is good fun with lots of variety – it’s good for everyone, KG has expectations – students put pressure on themselves we want to do well. We feel very lucky – KG is an excellent opportunity for us. In 2018-2019 Attendance rates for KS3 averaged 96.7%; KS4 94% and KS5 89%. Tracey – Can you update this please
Strengths.... Our strongest features and the improving areas are....	• Pastoral support/systems for monitoring are rigorous and effective. • Positions of responsibility show maturity in our student body well beyond their years. • Relationships between staff and students are positive. • Pastoral focus groups allow for honest and open discussions on what is working well and what could be improved
Even Betters.... To reach the next grade or to continue to be outstanding we need to:	• Reinforce basic school expectations and continue • Ensure consistency across different faculty to behaviour procedures within the classroom • Closely monitor punctuality of students to lessons • Improve attendance wherever possible

4 Personal Development	Judgement 1234 +/- :	Last revised: January 2021	By: TDo/SMc
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	Outstanding (1) ✓ The school meets all the criteria for good in personal development securely and consistently. ✓ Personal development is exceptional. In addition, the following apply: ✓ The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. ✓ There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. ✓ The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. ✓ The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others. Good (2) ✓ The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. ✓ The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. ✓ The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. ✓ The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them. ✓ The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.		

- ✓ The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.
- ✓ Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- ✓ The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- ✓ Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

KGGS student's follow a varied and diverse curriculum both in and out of the classroom. This ensures students are exposed to a variety of different learning experiences and broaden their development into fully rounded citizens.

Our students relate well to others and are encouraged to take up the opportunities available for both responsibility and leadership in many aspects of school life from year 7 through to year 13. Inter-house competitions allows interaction between different year groups that promotes co-operation and collaboration across the year groups and their roles help foster their organisational and self-management skills.

Tutor groups plan and deliver assemblies to their peers on important issues that include charitable causes and also contribute and help deliver 'Thought for the day' sessions during morning registration. Charity representatives are elected termly and the student body regularly organises events to raise money for local and national causes for a range of charitable causes including the Guide Dogs for the Blind, Just Giving, Rotary Club, Cancer Research and the British Legion.

Pupils' confidence and self-assurance as learners is high. Across all Key Stages, our students readily accept challenging academic targets, recognising their own potential to achieve highly. They enjoy being at the school, believe they receive excellent provision, feel safe and are well cared for during their time here. This confidence and self-assurance is supported through the excellent pastoral system and fostered through the school House system.

Throughout KS3 and KS4, students are encouraged and supported in the development of learning strategies to help them succeed. 'Learning to Learn' workshops take place for students in Year 8 and Year 9 each year and all GCSE students experience a session on 'Harnessing their skills for examinations' in October led by external agencies. In addition to this year 10 all attend a session titled stress free study whilst year 11 complete a workshop on preparing to pass. In the Sixth Form, pupils' confidence and self-assurance as learners is dealt with through Guidance lessons and via each student's IDP (Individual Development Plan) and this contributes to KS5 making confident and aspirational post-18 applications.

The corridors provide opportunities for students' work to be displayed as well as promoting achievement in extra-curricular activities such as the Young Enterprise, Duke of Edinburgh Award Scheme, Maths and Science Olympiads and General Knowledge quizzes plus numerous local, regional, national and even international sporting achievements. Students who succeed at sporting achievements are awarded 'colours' that are worn on their blazer lapels. The school qualified as a Direct Licence Centre in September 2016 for the Duke of Edinburgh Award Scheme.

This scheme enrolls approximately 140+ girls each year for the Bronze Award and approximately 50 for the Silver Award, nearly all of whom go on to be assessed and achieve their designation. A small number also progress onto the gold award.

All students follow a timetabled PSHME (Personal, Social, Health, Mental Education) curriculum programme to effectively prepare students for life in modern Britain. This aims to deliver students with an understanding of British values of democracy, the rule of law, individual liberty, tolerance and respect. This is enhanced further with all students in years 7-11 studying RE alongside thought of the week, weekly assemblies and workshops run by external agencies to address key issues.

Heads of Year oversee the work of the tutors to ensure that all students receive appropriate emotional support and care. On a day-to-day basis, the students experience Pastoral Care through contact with their form tutor. Non-teaching Pastoral staff are available throughout the school day to look after students. The school also employs a full-time counsellor who is available throughout the day to all students. Heads of year have a detailed understanding of the students in their care and use the HOY termly reports to give an overview of the year group and additional information on individuals.

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 Personal Development lessons are planned to ensure that internal transition arrangements are fully covered. Independent careers advice is available to students. Students have the opportunity to have a 'Progression Planning' interview with a Careers Advisor from Year 10 onwards 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. In the Sixth Form, the IDP helps identify a student's intended objective in terms of their next stage of education. This is monitored by their form tutor and Head of Year to ensure that a clear plan is in place to meet this. KS4/5 students also have access to a weekly 'What's On' Bulletin via email which informs them of various university open days, careers talks and apprenticeship opportunities. Our enrichment programme includes opportunities for students requiring further work experience for their career choices. 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 Head of Year report and in their IDP.

The school embraces students from a range of cultural backgrounds and the school's proactive stance towards the eradication of bullying enables students to work harmoniously and respect others. Students, as a result, have a well-developed sense of fairness and justice. Global issues such as Human Rights are addressed through the R.E. and Citizenship curriculum and assemblies and in the Sixth Form using the IDP. Over and above this, 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 school makes a significant contribution to the wider community through the Inspire+ Scheme. There are some 40 girls involved in the scheme at present drawn from Years 9, 10 and 11 who help to organise and run sporting events and festivals in the local area. We also have 10 Silver, Gold or Platinum Young Ambassadors who organise and deliver training for younger members involved in the scheme. Many of our students participate in the National Citizenship Scheme after they have finished their GCSE examinations.

Regular analysis of the school's career provision is mapped against the Gatsby bench marks and culminates in a yearly careers week for all year groups.

Strengths.... Our strongest features and the improving areas are....	KGGS provides extensive and high quality personal development of our students. A wide variety of opportunities are available allowing students to develop their talents and interests alongside exceptional pastoral support and guidance The variety of extra-curricular opportunities is diverse and uptake is high amongst the all students. Students enjoy these opportunities. The school prides itself on the development of mature, appropriately confident and successful students
Even Betters.... To reach the next grade or to continue to be outstanding we need to:	Continue to revisit the Gatsby benchmarks via the compass tool to map the current careers provision to ensure practice is maximising the opportunities available to students as they progress through the school and onto the next stage of their education. Embrace further opportunities available via Confident Choices provided by Lincs LEA.
Coverage aide memoire: <i>opportunities, extra-curricular, take up of provision, coherently planned experiences, character development, SMSC, resilience, pastoral support, healthy lifestyles (physical & mental), preparation for life in modern Britain & fundamental British values, equality and diversity, respect for difference, responsible respectful active citizens, Gatsby benchmarks</i>	

5 Leadership & Management	Judgement 1234 +/- : 1	Last revised: January 2021	By: JFu/AKn
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	Outstanding (1) The school meets all the criteria for good in leadership and management securely and consistently. Leadership and management are exceptional. In addition, the following apply: ✓ Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. An assistant head teacher has overall responsibility for staff development with training time being used primarily in 2020/21 to ensure all staff are able to deliver high quality remote education in addition to developing staff knowledge base on the variety of possible applications available within Microsoft Teams Areas of curriculum weakness are quickly identified and additional help initiated to address these. ✓ Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly. Highly visible and approachable SLT with strong links to both pastoral and curriculum teams. Regular meetings which allow issues to be identified and solutions sought SDP foci 4 in 2020/21 focusses on workload to ensure it is both manageable and sustainable ✓ Staff consistently report high levels of support for well-being issues. Each faculty is line managed by a member of the SLT with regular fortnightly link meetings. Staff well-being of faculty teams is regular agenda item at these meetings. Pastoral teams also have regular link meetings to ensure all staff are supported. Good (2) ✓ Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.		

	A clear vision is in place which is based around the school motto “Inspire, Challenge, Achieve”. High expectations and ambitions for all, with leaders continually focussing on the education provided to the students. A positive culture is in place. (Evidence – parent evening questionnaires, student feedback groups, staff feedback) ✓ Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time. Clearly defined roles within the senior leadership team with an established and highly effective assistant head teacher in post with overall responsibility for staff development aimed at delivering the best teaching possible over time. A second assistant head teacher has overall responsibility for teaching and learning and the two MOS of the SLT work together to ensure areas of need are identified and support/help is provided. This ensures all teachers are provided with focussed and highly effective professional development which translates into improvements in the teaching curriculum. Formalised lesson observations, learning walks and CPD needs within appraisal documentation allow us to clearly identify training needs and ensure these are targeted. Peer coaching is well established to encourage sharing of best practice amongst colleagues and conclude with a twilight sharing best practice from across the Academy. Thorough programme of QA activities – Learning walks (pop ins), special group discussions, HOY discussions and book checks, faculty learning walks, faculty work scrutiny, student voice and student discussions in faculties, parental questionnaires, student questionnaires etc. This allows the school to evolve its approach and tackle any issues raised effectively. ✓ Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling. Progress of students is forensically analysed across year groups (HOY reports) and faculties (HOF reports) to identify students who are underachieving. Action then outlined and put in place to support the students who need it. Cross faculty and year group action is co-ordinated to ensure all the students who need support are identified and action is seen. Effective use of pupil premium funding with two pupil premium leads overseeing this work and ensuring the resources being used are having the desired impact. (Evidence – Pupil premium spend plan) ✓ Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose. Monthly communications are sent home to ensure all parents and students are kept up to date with what is happening within the Academy ✓ Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. Well-being of all staff is a key priority of leaders and governors within the school. Approachable leaders who regularly evaluate the Academy’s approach to ensure a highly effective staff body is maintained. Staff questionnaire highlights that the majority of staff feel well supported by their line manager and relationships with colleagues are highly valued. Considered decision making processes with consultation and review with all leaders. Effective use of directed time to involve all members of staff at every level. Decisions analysed to ensure the workload on staff is both appropriate and manageable. (Evidence – management meetings, twilight on reducing staff load, regular 1:1 with staff and staff questionnaire feedback) ✓ Leaders protect staff from bullying and harassment. Issues raised by staff are dealt with quickly and consistently in an appropriate manner with clear procedures in place ✓ Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
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	Highly effective governance ensuring clarity of vision, ethos and strategic direction. Experienced and supportive LGB who invest time and expertise into the Academy and appropriately challenge senior leaders to ensure both effective academic performance and value for money are achieved for all. Regular governor meetings with leaders appropriately challenged, policies reviewed and updated as needed with an active involvement in the life of the school and a visible presence at school events. ✓ Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Governors hold leaders to account and challenge effectively the practices within the school. Policies are regularly checked via implementation reports completed by governors when in school. Governors are allocated specific roles with Amanda Dorkes being the safeguarding governor. ✓ The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils. A culture of safeguarding is established, regularly reviewed and updated alongside CPD for all staff. Regular safeguarding updates, KCSIE 2020, working together to safeguard children and positive environments where children can flourish. New recording system launched in September 2020 to ensure the process is efficient and effective and online reporting system to support students when working remotely. Regular welfare checks in place for students identified as needing additional support. All students registered each morning to allow missing students to be identified quickly and ensure they are engaged with remote education or if they need further help.
Strengths.... Our strongest features and the improving areas of our outcomes are....	• Honest and reflective approach • Effective and appropriately challenging governors • Hard working body of staff who feel supported in the work that they do
Even Better.... To reach the next grade or to continue to be outstanding we need to:	• Review of pupil premium spending, rationale behind this and its impact on the learning and progress of disadvantaged students outcomes. • Review of any areas of concern highlighted in the IDSR • Safeguarding – Continual updates and training • Establish a process by which feedback an ideas can be given provided by staff on any issues of concern. Eg workload (increased use of Microsoft forms to gauge staff feedback)
Coverage aide memoire: safeguarding (identify/help/manage), professional development, workload, support from leaders, ambition, values, inclusivity, parent & community & local services engagement, protecting staff from bullying & harassment, effectiveness of governors/trustees, statutory duties (eg Prevent), capacity for improvement	

6 Sixth form	Judgement 1234 +/- :	Last revised: January 2021	By: SMc
Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	Outstanding (1) ✓ The school meets all the criteria for good in the effectiveness of sixth-form provision securely and consistently. ✓ The quality of sixth-form provision provided is exceptional. In addition, the following apply: ✓ The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations. ✓ The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard. ✓ Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others. ✓ The sixth form consistently and extensively promotes learners' personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form's offer. Good (2) ✓ Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] ✓ The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] ✓ The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]		

- ✓ Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study.
 - ✓ Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.
 - ✓ Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.
 - ✓ The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.
 - ✓ Teachers encourage students to use subject-specific, professional and technical vocabulary well.
 - ✓ Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.
 - ✓ Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.
 - ✓ Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.
 - ✓ Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.
 - ✓ Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives.
 - ✓ Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.
 - ✓ The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.
- At A level, the school achieved 38% A*/A passes, in 2020. This is in comparison to a national average for girls of 40%. A level grades at B and above were 71% in comparison to 69%, the national average. In 2019 the VA score at A-level was -0.09 and this was expected to improve further in 2020 in line with the attainment improving. We have robust and detailed tracking systems in place whereby all students are assessed against individual subject-specific targets based on prior attainment. Given that the prior attainment for students sitting their GCSE examinations with us is so high, this makes these targets extremely challenging.
 - In our year group reviews, the questionnaire completed by around 40% of our KS5 students randomly selected, revealed that 100% of students asked agreed with the statement 'The school expects me to achieve the best I can', with 71% agreeing strongly. 98% agreed that they learn a lot in lessons.

- The school offers an active extra-curricular programme at KS5 that fosters and promotes achievement both within, and extraneous to, the school curriculum. This has included: Young Enterprise, drama productions and educational visits. Unfortunately, many of these scheduled for March onwards were cancelled in 2020. Our students are strongly represented in both local and regional musical events. A large proportion of our Sixth Form students every year complete the NCS programme, are involved in work experience in the local community and undertake voluntary work. In 2020, 83% of our students leaving after completing A level study gained university, Specialist College or Art Foundation course places, with the remainder taking gap years or entering employment or training.
- The Sixth Form provides comprehensive information on the range of post 18 courses and routes available and the potential career paths. A programme of individual support is offered to those students who intend to undertake an apprenticeship or seek employment. The results from our student questionnaires are consistently and overwhelmingly positive, demonstrating that the students themselves feel well prepared for the next stages in their life, whether in education, training or employment.
- The senior and middle leadership of the school is relentless in its pursuit of a high level of value added for our students. We also make use of data from externally published sources to support our justification for outcomes and progress for students. 'The Times' ranked KGGS fourth best performing school in Lincolnshire for KS5 in 2019. The high attainment of our students at KS4 enables the overwhelming majority of students (should they wish to do so), to remain with us and progress to A level study. Indeed, our retention this year from Y11 into Y12 was 77% with 14 students joining our Sixth Form from other schools.
- Challenging targets are set for individual students. The Heads of Year in KS5 then use this, as well as other 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 put in place to monitor their progress and help them to improve. We identify a Value-Added Focus Group each year based on a forensic analysis of past A-level performance. All subject heads and sixth form teachers are aware of the students in this group. The performance of these students was monitored against their national ready reckoner targets.
- In 2018-2019, during year group reviews, 41 lessons were visited to monitor teaching and learning and 100% of all lesson visited displayed good or excellent practice.
- In a survey of 51 students from a focus group who were identified as those in danger of not achieving their target grades, 79% of students stated that their last 3 pieces of work were in line with their target grade.
- Each Sixth Form student receives an Individual Development Plan (IDP) which contains useful information regarding internet safety, peer pressure and risky behaviour and offers strategies for keeping safe. It also addresses issues of equal opportunity and diversity, and personal finance and facilitates reflection on activities carried out in guidance and dealt with in assemblies. This document also allows each student to track their progress towards their own personal goals over the two year period. Members of the Sixth Form also undertake part-time employment and voluntary work in the local area. The IDP also encourages each student to consider many aspects of their personal development, including issues of citizenship and British values and their amassed employability skills. KS5 students also have access to a weekly 'What's On' Bulletin via email which informs them of various university open days, careers talks, local jobs, work experience and apprenticeship opportunities.
- Sixth Form students are heavily involved in the extra-curricular life of the school. Head Girls, The House Council and Prefects are annually selected democratically by their peers to represent the student body and run a series of competitive events encouraging, organising and motivating younger students. These students provide positive role models to the younger students and work closely with staff.
- Attendance in the Sixth Form in 2019-2020 (to March) was 92%. Sixth Form attendance is closely monitored by dedicated staff and parents are contacted early each day if there are any concerns about the whereabouts of a student. This contributes to our Year 12 to Year 13 retention figure of 97% in the year 2019-2020.

	• There is a strong culture of academic commitment within the Sixth Form. • KS5 make confident and aspirational post-18 applications. The majority elect to go into Higher Education in 2020 this was 78%. Others selected FE courses such as Art Foundation and 12% chose a gap year. 5% elected to seek employment or an apprenticeship. Each year we run a day dedicated to allowing Yr 12 students to explore post-18 options, in 2020 this was postponed but was re-scheduled in September and condensed into half a day. Feedback from our students is extremely positive as they value the chance to seek practical help to guide them through the maze of options. • There is a programme of support in place for students who join the school in the Sixth Form • A Sixth Form Information Evening is provided for parents with daughters in Year 11 to help support them in their decisions regarding GCSE and A-level subject options. A higher education information evening is provided for parents and their daughters in the Sixth Form covering issues associated with the move to higher education once they leave school at the end of Year 13. This was again postponed but delivered to parents remotely in September 2020.
Strengths.... Our strongest features and the improving areas of our provision are....	• The high percentage of A-level results at A/A*. • High expectations and a strong and resilient work ethic. • Improving VA scores with forensic analysis and intervention in subjects producing negative VA scores • The exceptional personal development our students achieve. Often we are praised for our Sixth Form students' confidence and competence as they leave us to join university or commence their careers. This is evidenced by the part the Sixth Form play in running the school and the fact that we have our alumni return many times each year to offer careers guidance to existing students and confidently present their experiences; they become positive role models. In addition, we have two presentation evening every year to which we invite former students as guest speakers. They willingly attend with different ex-students coming every year. At these events, parents are always impressed by the inspiration these students provide to their own daughters and are pleased that our current students wish to emulate their achievements and attitudes. Our strong Old Girls network helps to support this and proves that many of our students wish to retain their links with the school community. • The involvement of our Sixth Form students in leading and running many school activities. The House Council are incredibly impressive in how they mobilise and motivate the younger students. The Head Girls are constantly working on events and projects to improve the school and the prefects and club/society organisers and subject mentors inspire the students in the years below them every day.

Even Betters.... To reach the next grade or to continue to be outstanding we need to:	• Better analysis of the Value Added measure to ensure consistently positive contribution from all A level courses. • Work even more closely with our students to ensure that their high expectations are realistic when it comes to planning their post 18 direction. Many students currently do not avail themselves of the guidance we offer and so make choices that are too ambitious or not ambitious enough • Development and implementation of a more resilient system of monitoring progress at A level and moderating assessments in each subject to ensure that any future CAG allocation is fair and robust and tracking results are in line with 3 year historical data trends.
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School Context	Revision date: January 2021	Author: James Fuller
Students <i>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions.</i>	KGGS is a selective, all girls academy with a student population of 1213. Entry is based on the Lincolnshire consortium of grammar schools 11+ examination. Students are selected to be in the top 25% of the ability range in Lincolnshire. Attainment on entry is therefore above average. The stability of students is high (96%) and the majority of students come from relatively affluent areas (school deprivation indicator 0.1 compared to the national average 0.2) with 6% of students being FSM6. The schools' admission criteria ensures any pupil premium student who obtains a qualifying score and lives within 12 miles of the school is awarded a place. Additional strategies are in place to support PP students wishing to sit the 11+ examination to increase the number of successful applicants.	
Staffing <i>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence, extent of supply cover. Comments to do with teaching belong in 'Teaching' below, not here.</i>	At the end of the 2018/19 academic year both the head teacher and deputy head teacher retired. The two members of staff had worked at the school for 29 and 30 years respectively. A new head teacher was appointed in post for September 2019 whilst the position of deputy head teacher was filled for September 2020. KGGS is fully staffed with subject specialists in all areas and staff absence is low. 23/81 staff are part time and make up a considerable proportion of the staff body.	
Other features <i>Any unusual organisational features of the school. Any other issues which affect your school but which are largely outside your control.</i>	We are a stand-alone academy but do work closely with other Lincolnshire grammar schools whilst beginning to use the Lincolnshire learning partnership more. We have a PAN of 174 in years 7-11 but are over PAN in all year groups with between 176-182 girls in each. Year 8 is the largest year group with 182 girls. Students attend KGGS from a large catchment area and as a result of which many travel to and from school via the large number of buses that run each day.	