

Quality of education

| Criteria  | Current assessment  | Sources of evidence  | Development  |   |
|---|---|--|--|---|
| <p>The school meets <b>all</b> the criteria for a good quality of education <b>securely and consistently</b>.</p>   | <p><b>Intent</b><br/> <i>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.</i></p>       | <p>After consulting widely with stakeholders, the School opted to shorten KS3 to two years to meet the needs of our high ability pupils more effectively by increasing the pace and challenge of the KS3 programme, and increasing the breadth and depth of the KS4 programme. The new curriculum was launched in September 2019 and was fully deployed by Sept 2021. More challenging material has been moved lower down the curriculum. The breadth has been extended beyond the national curriculum. For example, Latin has been added to Year 7, bringing the total number of languages to three, and science is taught as three separate disciplines. A discrete PSHCE lesson is now delivered in Years 7 to 11. The extended KS4 allows for non-specification content to be delivered to engage and challenge our pupils, supporting them further in their progression into Post-16. The breadth of the curriculum has also been substantially increased through the addition of a tenth GCSE option, an extensive carousel programme Y9-11, statutory RE, and a minimum of 4 hours per fortnight of Core PE. The extended curriculum at GCSE is expected to lead to sustained breadth of demand and delivery at KS5. All HoF have mapped their SoLs against the requirements of the national curriculum, and of the GCSE and GCE courses, with built in challenge and enrichment. Participation of disadvantaged and SEND pupils in curriculum is evidenced in QATL data.</p> | <p>QATL data.<br/>           September 2021 INSET day minutes from curriculum meeting with HoFs; see curriculum model.<br/>           Faculty SoLs.<br/>           School website.</p>   | <p>Adaptation to a blend between teacher-led and remote learning opportunities was required during the autumn and spring terms, now reverting to predominantly face-to-face. Guidance around isolation has been reviewed but staff absence remains challenging. Pupil attendance remains strong (c. 93%, &lt;1% unauthorised) but 'persistent absenteeism' (those with attendance below 90%) had risen to 24% by the time of the January 2022 census. SoLs were adapted for September 2021 both to meet the impact of Covid restrictions e.g. to fieldwork, science and DT practicals, and to revisit or embed skills. Additional curriculum adaptations have also been made, for example in English and History. These will need to be unpicked for 2022-23.</p> <p>ATA capacity has been increased (spring 2022) and is targeting emerging needs in literacy and EAL.</p> |
| <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>   | <p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>   | <p>The ten-GCSE curriculum has been planned over a three year programme to ensure coverage and provide the necessary extension and enrichment. All HoFs are able to articulate clearly the intent and design of their curriculum. This vision is shared with all teaching staff and governors, and with all parents and pupils via the website.</p>  | <p>School website</p>  | <p>HoF reviewed and updated their long term plans, together with their curriculum intent for each key stage. This information has been uploaded to the curriculum area of the school website (Autumn term 2021).</p>  |
| <p>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.</p>  | <p>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.</p>  | <p>In addition to the broad curriculum, a non-examined carousel of enrichment activities operates throughout KS4. The 2021-22 KS4 enrichment courses includes: art, music, computer science I, ecology, and astronomy in Year 9; physical education, food, Italian, computer science II, and drama in Year 10; finance, driving theory, earth sciences, economics, and classics in Year 11. This is to maintain breadth within the three year GCSE and ensure equality of extracurricular provision to those unable to stay past the end of the school day. Current progress (IDSR 2018 Q1) of disadvantaged pupils and QATL data evidences that the curriculum meets and offers ambition for disadvantaged pupils.</p>  | <p>IDSR<br/>           QATL data</p>   | <p>Impact of school closure on both disadvantaged pupils, SEND and those who may have become disengaged assessed during the autumn and spring data points. No impact seen in progress at cohort level (Dec 2021) and new joiners have performed well, but new ATA deployed to work with identified individuals. Opportunities to close the gap for these pupils through lunchtime interventions (Year 7 Literacy Groups and Peer Mentoring) and timetabled support sessions (Sixth Form) have begun. LSAs are supporting identified pupils with handwriting issues (Years 7 and 8). PP passports completed (spring 2022).</p>   |
| <p>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. 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.</p> | <p>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. 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.</p> | <p>The school curriculum is broad, aspirational and follows the National Curriculum closely. It ensures that all pupils will meet the requirements of the EBacc and provides room for creativity and specialism. There are drop-down days for RS (KS4 and KS5) and an enrichment week for Years 7 to 10 (although postponed 2020 and 2021 due to the pandemic). Current exam cohorts are 100% EBacc compliant. All HoFs can evidence through SoL and through discussion how the curriculum is structured and also enriched, including elements of transition into the next Key stage.</p>  | <p>Curriculum policy and other curriculum materials on the school website.<br/>           September 2021 INSET day minutes from curriculum meeting with HoFs; Options information to parents; EBacc GCSE course entry figures for all KS4 year groups 100% from Sept 2021.</p> | <p>Continue to deploy additional support for disadvantaged pupils in entrance test in 2022-23.</p> <p>Additional curriculum adaptations have been made to the KS4 enrichment carousel, for example to include astronomy and food nutrition, subjects that have been requested as part of pupil voice surveys.</p> <p>Provision has been reviewed and plans are being made for 2022-23.</p>  |
| <p><b>Implementation</b><br/> <i>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.</i></p>   | <p><b>Implementation</b><br/> <i>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.</i></p>   | <p>Subject teachers are chosen for their extensive knowledge and educational expertise. The School has prioritised this aspect of its provision over the years due to the importance it places on the early acquisition of knowledge, skills and understanding (see timetable).</p>  | <p>Recruitment records.<br/>           Workforce census.<br/>           Appraisal records and training courses indicate CPD needs identified by staff.</p>   | <p>Recent appointments included experienced, specialist teaching staff. Two high quality ECT staff also appointed in Sept 2022. Red Kite external provision in place to support ECT programme through teach first with mentors appointed and nct allocated. DHT Lead coordinator. Non specialists being supported in KS3 history. Twilight sessions include provision for new staff to support their transition. Progress in the first year has been pleasing.</p>  |

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| <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> | <p>Clarity in teaching is evidenced in QATL data and outcomes for students (IDSR 2019 P8 Overall 0.65. Internal estimates based for 2020 and 2021 P8 are even higher).</p> <p>QATL records evidence quality of teaching is strong and has been validated externally (LA reports).</p> <p>Teachers plan lessons to allow for progression and challenge. Pace is used effectively and teachers adapt teaching in nuanced ways to support learners needs.</p> <p>The Assessment, Marking and Feedback policy is supporting improvements in the quality of teacher feedback and the green pen policy and R for Respond code is enabling improved pupils response to teacher feedback.</p> <p>QATL data evidences use of learning sciences (e.g. spaced, block learning, related practice such as interleaving and spiralling, retrieval practice).</p> <p>The School made significant investments in IT infrastructure (for staff and certain pupils), software platforms, curriculum planning, and staff training ahead of 2021-22 to ensure that blended or remote education could be delivered successfully. Consequently, the pupils were able to follow the School's intended curriculum almost without interruption during the year.</p> <p>DoF training, Reading Schemes, and House competitions were transferred online to enable some extracurricular provision to continue during periods of lockdown.</p> <p>Lesson observations and book sampling evidence the quality and impact of the teachers' assessment.</p> <p>The Assessment, Marking and Feedback policy and the ARR timetable has supported reductions in marking workload. School predictions are close to outcomes (see annual exam performance analysis).</p> <p>Lesson observations and curriculum planning evidence considered choices regarding materials and tools for learning. Shared resources are used to reduce planning workload and to ensure high quality, sequenced and coherent teaching.</p> <p>Destination data evidences the positive impact of the curriculum planning and preparation of pupils for the next stage in their learning (see "impact" data below). Transition projects have been introduced to support next steps.</p> | <p>QATL data (informal LW findings 2020-21) IDSR LIA reports</p> <p>Assessment, Marking and Feedback policy HOFs evaluative minutes</p> <p>Faculty SEFs and FDPs (and in files PD office) Faculty minutes QATL data</p> <p>QATL data Most recent ARR data IDSR Faculty Long term plans School website.</p> <p>Remote Learning surveys (2020, 2021)</p> <p>ARR timetable assessment and marking policy QATL minutes from HOFs July School GCSE and GCE results analysis</p> <p>QATL; transition units of work on website: link: <a href="https://www.ermysteds.uk/year12induction/">https://www.ermysteds.uk/year12induction/</a> <a href="https://www.ermysteds.uk/year13induction/">https://www.ermysteds.uk/year13induction/</a></p> | <p>QATL processes reintroduced in the autumn term. Learning walks used to quality assure provision and inform staff training needs: twilight training and faculty meetings subsequently addressed the need to increase consistency in marking and feedback, and further support ordinary classroom best practice.</p> <p>Necessary adaptations made to assessment procedures as a precautionary measure for 2022 exam cancellations. High level assessments held successfully for Years 11 and 13 in Dec 2021 and in Jan and March 2022.</p> <p>Further develop opportunities in CPD and Faculty meeting time to explore teaching and learning strategies for integrating new knowledge into long-term memory. Evaluate impact.</p> <p>Bespoke training provided to pupils on revision techniques and organisation of learning content. Guidance uploaded subsequently uploaded to the parents' section of the school website.</p> <p>New staff and new pupils trained on the existing systems and protocols in Sept 2021.</p> <p>Any capability gaps in terms of the IT hardware available at home identified and addressed (IT equipment has been loaned to pupils in need).</p> <p>Impact of marking through QATL mechanisms monitored in 2021-22 (via HOFs) as the impact of this could not be measured in cancelled exams and end of year exams. QATL mechanisms relaunched autumn term 2021 following the end of Covid restrictions.</p> <p>Year 7 skills assessed and sessions delivered to accelerate skills following school closures in 2020 and 2021. Transition programme for Y11 into Y12 has been reviewed and adapted from last year to deliver in Sept 2022. Transition for Year 6s will be supported through outreach visits and Open Day 2022.</p> <p>This is an area to develop for Y5 and Y6 primary pupils 2022-23 (e.g. through carousel of practical subjects, visits to the school production, reading buddies, etc.). Restrictions have made this impossible during most of the current year.</p> <p>CATs testing of Year 7 completed (autumn 2021-22) to support target setting and identification of intervention need. General attainment was high, though individuals requiring support have been identified from the data. Hopefully this will be replaced by KS2 PA data in 2022-23.</p> |

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| <p><i>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</i></p> <p><i>Reading is prioritised to allow pupils to access the full curriculum offer.</i></p> <p><i>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</i></p>   | <p>QATL data evidences high challenge and engagement. Behaviour is outstanding and pupils are supported well in becoming independent, life-long learners.</p> <p>Pupil outcomes and progress is very high in relation to national average.</p> <p>Lesson observations evidence strategies used to support literacy across the curriculum. Standards of reading, writing and communication are very high with a strong culture of reading evidenced throughout the school. Evidence suggests, however, that lockdown has had some impact on younger pupils' reading habits and handwriting. This is being addressed through installation of an online reading programme, library small group reading interventions and handwriting interventions for identified pupils.</p> <p>Pupils have high quality texts and recommendations available to them in the library and in classrooms. Aspects of the wider curriculum are designed to support development of reading as evidenced by the Carnegie Shadowing Scheme and the Ermysted's Award.</p> <p>Lesson observations and teaching resources evidence the use of academic and specialist language in use across all areas of the school.</p> | <p>QATL; IDSR; ARR<br/>Class Charts<br/>Internal analyses</p> <p>Library and Faculty records</p> <p>QATL</p>                    | <p>The curriculum was monitored and evaluated in light of curriculum changes implemented in 2019-2020 and also in light of impact of remote learning, including during spring 2021. Plans were finalised and published via the website at the start of September 2021</p> <p>Take steps to address potential gaps in Year 7 reading and literacy through timetabled English/Library lessons and enhanced extracurricular programmes (see also the Year 7 non-curriculum time Literacy interventions mentioned above).</p> <p>Accelerated Reader now fully deployed in the School Library.</p> <p>Formal lesson observations were postponed throughout 2020-21 due to impact of Covid restrictions. Learning walks resumed in autumn 2021. Action points developed and acted upon (autumn term).</p>  |
| <p><b>Impact</b><br/><i>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce. Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> | <p>ISDR P8 was in the top quintile for all pupils in the last three years (where available, 2017-19) and is similar for disadvantaged pupils. This is also the case for performance in 2020 and 2021.</p> <p>Lesson observations and results of work scrutiny within this reflect high quality work. Outcomes are high.</p> <p>2019 KS4 leavers: 95% stayed on at least 2 terms in education. KS5 leavers: 67% progressed to sustained education, 5% to apprenticeships and 26% to employment or unknown (some of these had deferred entry to university or planned to apply in 2020).</p> <p>Internal analyses available to show the destinations of leavers in 2020 and 2021. Metrics for the SEND and Disadvantaged cohorts are particularly high.</p> <p>As above. Also there is high participation in the Children's Lit quiz, The Ermysted's Award reading challenge, Carnegie book awards, UMKT junior, intermediate and senior challenge.</p>   | <p>IDSR</p> <p>QATL, Faculty SEFs; IDSR; ARR<br/>Internal analyses</p> <p>ISDR<br/>Internal analyses</p> <p>As above</p>        | <p>Results in 2021 were based on TAGs. School can evidence that this was a rigorous process, involving internal moderation processes and pupils were assessed on what they could achieve in tests conducted within a controlled environment. Data was compared to historical results and where there were discrepancies, these could be explained.</p> <p>The appeals process was completed over the summer and into autumn term 2021. Very few appeals took place.</p> <p>Year 12 and Year 7 a focus throughout the year for potential intervention to support their transition.</p> <p>During Covid restrictions, the library maintained work with KS3 forms and continued to raise the profile of reading. The new library system and purchase of e-books was rolled out in September 2021. In addition, adaptations to reading lessons in English will focus on targeting the more reluctant readers through small intervention groups and the accelerated reader programme.</p> |
| <p><i>The quality of education provided is exceptional.</i></p> <p><i>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.</i></p>   | <p>All SoL have been reviewed and adapted to ensure rigour and appropriate challenge. Lesson observations and learning walks show pupils are engaged and motivated. Conversations with HoFs and staff show teachers understand how the curriculum intent is reflected in their practice. The parent and pupils surveys reflect high regard for the quality of teaching and learning experiences.</p>  | <p>Pupil survey; Parent survey; link governor reports; external report e.g. NYCC's SIP Rebekah Taylor; lesson observations.</p> | <p>All leaders have monitored and evaluated the new three year GCSE and adapted SoL accordingly for third year of roll out. This has included adaptations based on impact of 2020 and 2021 lockdowns.</p>  |

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| <p><i>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.</i></p> <p><i>Pupils' work across the curriculum is consistently of a high quality.</i></p> <p><i>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</i></p> | <p>Monitoring and evaluation processes indicate high challenge and motivated pupils. This is reflected in strong outcomes and quality summative and formative assessment evidenced in books. Curriculum SoLs are also mapped against careers, employability and Higher Education opportunities.</p> <p>Outcomes for students are very high in relation to national average (IDSR). Evidenced by lesson observation records.</p> <p>Current progress of disadvantaged pupils and QATL data evidences that the curriculum meets their needs well and offers ambition for disadvantaged pupils.</p> | <p>Lesson observation records; IDSR; ARR; class charts homework records; careers policy; careers links to the curriculum document; Careers Award; Compass Tool self-evaluation.</p> <p>IDSR<br/>Lesson observation records</p> <p>IDSR<br/>QATL<br/>Internal analyses</p> | <p>Assessments evaluated, adapted and in some case re-sequenced in line with SOLs</p> <p>Embedding of assessment and marking policy will need to be extended beyond 2020-21 due to impact of remote assessment. There needs to be a focus on KS5 evidence of progress in response to feedback-also to continue beyond 2020-21.</p> <p>DHT appointed with responsibility for SEND and disadvantaged to continue to develop training of staff and delivery in these areas into 2021-22, deferred from previous year due to staff absence of AHT who led this area last year.</p> |

Behaviour and attitudes

| Criteria  | Current assessment   | Sources of evidence   | Development  |   |
|---|--|---|--|---|
| <p>The school meets <b>all</b> the criteria for good in behaviour and attitudes <b>securely and consistently</b>.</p> | <p>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.</p> <p>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.</p> <p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p> <p>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.</p> <p>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.</p> | <p>Pupils' behaviour around school and in the class room is excellent. Systems are in place in Faculties and at SLT to support staff as necessary. There is a strong ethos of reward in the school, supported and encouraged through Class Charts.</p> <p>2018-19 ratio of positive rewards to negative: Y7 95% Y8 90%; Y9 85%; Y10 83%; Y11 83%. Whole school 87%.</p> <p>2019-20 Data not available following decision to only issue positives during the lockdown.</p> <p>2020-21 ratio of positive rewards to negative: Y7 96%; Y8 93%; Y9 89%; Y10 91%; Y11 90%; Y12 80% Y13 95%. Whole school 91%.</p> <p>There is a supportive culture across the school. For example, KS5 student advisors are linked to lower year form groups, this group has increased significantly in 2021-22 following formal selection processes.</p> <p>The school wide PSHCE programmes, which is linked to a schedule of assemblies led by SLT, educate pupils on values; pupils can alert staff to issues they are having through their form tutor, text, website, anonymous postbox, or via the email system.</p> <p>Progress is strong across all groups of pupils.</p> <p>2019-20 attendance all: 92.7%; SEND support comprising 17 pupils 92.58%; EHCP comprising 5 pupils 89.40%. 2020-21 attendance data similar with even lower unauthorised absence.</p> <p>2021-22 attendance (YTD) all:92.3% with 0.9% unauthorised; SEND Support (29 pupils) is 94.3%, EHCP comprising 3 pupils is 94.4%. Persistent Absence (which does not distinguish between authorised and unauthorised absence) is high (at 24%) but falling as the affect of isolation is diluted across the year.</p> <p>The behaviour of pupils with particular needs at the school is excellent.</p> <p>Lesson observations and discussions with pupils indicate a positive attitude to learning. Pupils receive significantly more positive than negative feedback on class charts. Pupils' pride in their achievements is reflected in their work, but also in prizes received in speech day and during assemblies. There is a high engagement in competitions and the Ermysted's Award.</p> <p>Attendance is above national average and there is no identifiable group of students with attendance issues. Individual issues are monitored and action planned in weekly pastoral meetings. See governors' reports.</p> | <p>School Policies (Behaviour, AUP, Staff Handbook, Code of Conduct)</p> <p>Behaviour Analyses (Sanctions analysis; Class Charts; ATL analysis; Behaviour logs; Pupil, parent and staff surveys) and follow-up (meeting logs)</p> <p>Anti-Bullying Policy<br/>Pupil Surveys<br/>Behaviour logs, including discrimination log.<br/>Assemblies and PSHCE Schemes<br/>Student Advisors</p> <p>Case studies; attendance figures<br/>Progress report in Headmaster's report to Governors</p> <p>Class Charts<br/>Pupil Surveys 2017, 2019 and 2021<br/>ATL analyses<br/>QATL<br/>Ermysted's Awards</p> <p>Attendance data; governors' report<br/>Minutes from pastoral meetings<br/>studies</p> | <p>Refresh and embed the behaviour, mobile phone and uniform policy following the lifting of some Covid restrictions. Update: this process went well during the autumn term, see behaviour analyses.</p> <p>A more fundamental review of the School's Behaviour Policy will take place in summer 2022, involving consultation with all stakeholders.</p> <p>Build in further opportunities for staff training on positive reward, positive behaviour for learning and use of Class Charts e.g. see Twilight programme. Review and relaunch the School Colours system.</p> <p>Explore methods to encourage greater integration between pupils from different communities.</p> <p>Collate evidence from pupil and staff surveys regarding, SEMH and sexual harassment, and identify actions necessary.</p> <p>Pupil-led anti-bullying initiative to commence in spring 2021, and conclude in the summer term.</p> <p>Behaviour and Attendance Officer (new appointment for Sept 2021) to monitor identified groups and intervene promptly and as necessary. Regular analyses now analysed in detail with follow up action taken by the pastoral term. Immediate impact from the appointment. Decision taken early to convert to an established role.</p> <p>Will be further supported by a planned increase in ATA capacity in the spring term 2022.</p> <p>Positive picture of attitudes from the 2021 Pupil Survey.</p> <p>Build on the successes of the Ermysted's Award and relaunch the School Colours system.</p> <p>Continue to develop and increase our counselling provision with an aim to support pupil resilience.</p> <p>Continue and develop use of attendance data to identify cohorts of pupils who are persistently absent; maintain high profile of attendance across school. Increased capacity through Behaviour and Attendance Officer will support this further. Reinstate punctuality drive.</p> |

**Behaviour and attitudes**

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|---|--|---|---|
| <p><i>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 appropriately as a last resort.</i></p> <p><i>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</i></p>   | <p>Exclusions are very rare. No permanent exclusions have occurred in the last three years.</p> <p>Suspensions (formerly known as fixed term exclusions) are used but very rarely. All pupils receive reintegration meetings. Restorative and reflective tasks often used to support sanction.</p> <p>No FSM, SEND or LAC or PLAC excluded or suspended in the last three years.</p> <p>The house system fosters support and a sense of community; KS5 students play a strong role in supporting activities across the school including during enrichment week, transition days and in form time. Pupils are polite around school and show respect to staff and each other. Extracurricular uptake has increased significantly this year.</p>  | <p>Behaviour Policy<br/>Exclusions analyses (see governors' report)<br/>Case studies<br/>Reintegration meeting logs</p> <p>Class Charts<br/>Pupil Survey</p>  | <p>Continue to explore alternative sanctions that avoid exclusion eg removal of social time with peers, reflective presentations to SLT, restorative conversations with peers and staff etc</p> <p>Continue split lunch and break times; continue to maintain outside zoned areas and Year group form room zones; review and develop staff duty teams at lunchtime. Additional Duty Staff appointed for 2022.</p>   |
| <p><i>Behaviour and attitudes are exceptional.</i></p> <p><i>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.</i></p> <p><i>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 well-being of other pupils.</i></p> <p><i>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.</i></p> | <p>There is a diverse range of pupils in the school who come from a number of different towns and villages, yet there is a strong sense of community fostered in the school. This is supported by the prefect system at KS5 which provides a supportive network with the rest of the school. Pupil voice is listened and responded to, their views valued. For example student council has helped to inform School policies, such as the mobile phone policy. The pastoral system responds swiftly to any issues raised.</p> <p>This commitment is evidenced through pupil active participation in their lessons, their strong outcomes and also in their contribution to wider school life as evidenced by high participation in extra-curricular activities and their achievements within these. For example, the award winning school newspaper "The Reason", Ermysted's Awards and the Prizes achieved in Speech Day, high uptake in the Duke of Edinburgh. In addition, large numbers of high calibre students in Year 12 apply to be part of the Prefect/Head boy student leadership and Student Advisor scheme, undergoing a rigorous process.</p> <p>Lesson observations and learning walks discussions indicate a highly positive attitudes to learning. Class charts evidences a high frequency of positive rewards.</p> | <p>Lesson observations<br/>Form Assemblies and other pupil presentations<br/>School and Year Group Councils<br/>Prefect meetings<br/>Student Advisors<br/>Volunteering within and without school<br/>Pupil survey<br/>Class charts<br/>Staff survey<br/>LA report</p> <p>Lesson observations<br/>ATL Analyses<br/>Student Advisors<br/>Volunteering within and without school</p> <p>Behaviour Policy<br/>Behaviour and Exclusions analyses<br/>Case studies<br/>Reintegration meeting logs<br/>Results analysis<br/>QATL</p> | <p>Develop opportunities for different faith groups to take an active role in the school assembly programme.</p> <p>Pupil-led multi faith prayer room established and regularly attended.</p> <p>Class charts will be used as a means to record and evaluate pupil attendance of key extra-curricular activities, overseen by the EVC lead. The appointment of a new PE member of staff will lead to an increase in extra-curricular sporting opportunities. Redeployment of the music teacher will increase extra-curricular music provision during the school day. An extensive menu of extra-curricular activities has been shared on the website.</p> <p>Behaviour in 2021-22 has been excellent, with pupils obeying the preventative measures very well and displaying a very mature approach to their studies. Some aspects of the arrangements - for example, split break times, zoned inside and outside areas - will be retained beyond the pandemic.</p> |

**Personal development**

| Criteria   | Current assessment   | Sources of evidence<br>(Items shown in blue are filed on central)   | Development   |
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| <p>The school meets <b>all</b> the criteria for good in personal development <b>securely and consistently</b>.</p> | <p>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.</p> <p>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p> | <p>Quality discussions and debates are held during PSHCE delivery using resources that cover a range of issues. Learning walks and pupil feedback exemplify pupils' ability to relate these issues to their core curriculum. Pupils are well informed. PSHCE programme is fully developed across all three key stages. The programme is delivered during form time and supplemented by several drop down days for Years 8, 10 and 12.</p> <p>The Sixth Form have been provided with a varied and high quality programme of lectures, delivered by external and internal speakers, on site and virtually when necessary.</p> <p>The School assembly programme has been formalised and aligned to the PSHCE topic of the week. This has been delivered remotely when necessary.</p> <p>Enrichment week provides a varied range of experiences.</p> <p>The PSHCE delivery of discrete lessons is by a specifically identified team of staff. Quality, well-planned resources are provided which cover a wide-range of themes. Progression in terms of challenge is evident across the year groups. The PSHCE curriculum is supported through whole school assembly themes that mirror the theme of the week. Pupil and staff voice are positive. Walk through by pastoral staff and SLT show that the PSHCE programme's delivery is effective. In terms of the broader curriculum, lessons evidence pupils presenting with confidence to the class, and a desire to debate on key issues. The pace and challenge supported by the curriculum, encourages pupils' resilience and independence. There has been real focus in recent years on providing additional support to pupils by supplementing the existing pastoral support with additional brought-in services. These include meetings with a youth worker, regular visits from local social prescriptions service, and a spectrum of professional counselling support for groups and individuals.</p> <p>Referrals to outside agencies 2020-21: internal counsellor: 48; external counsellor: 7, Social Prescribing: 26; Compass Buzz: 0; Healthy Child Team: 0; Prevention Team: 4; CAMHS: 2; 2021-22 (to March 2022) Universal Referral 2; Social Care 1; Early Help 4; Healthy Child 1; CME 1; SELFA 1; Craven Buddies 1</p> <p>Internal counsellor: 24; Social Prescribing: 18. Feedback from pupils and parents is positive and demand for continued support remains strong. A specialist area in the School has been created in which to provide confidential behavioural and emotional support.</p> <p>Student advisor opportunities have been expanded and there is a strong Senior Prefect team. There are pupil-led assemblies as per assembly rota</p> | <p>PSHCE is delivered during discrete timetabled lessons for Y7 to 11 in addition to the weekly tutorial programme.</p> <p>Drop down days are being planned for Y7, 8, 10 and 12, for 2021-22, as all were postponed last year due to Covid restrictions.</p> <p>Enrichment week to be reviewed and relaunched following two consecutive years of limited provision due to lockdown.</p> <p>The Sixth form lecture programme is being delivered as one lecture per fortnight per year group. This will need to be reviewed and adapted for 2022-23.</p> <p>SMSC is increasingly visible around school e.g. through classroom display and referred to explicitly in lessons. Links to the curriculum to be signposted in the next phase of curriculum planning.</p> <p>The School has appointed a new counsellor for 2022 and will look to increase the youth worker provision available. The total number of specialists working to provide additional pastoral support is three.</p> <p>Needs are assessed on an individual basis, the referral system has been modified, and a review process occurs half-termly. The school has a range of levels of support that can be accessed.</p> <p>The School's bespoke approach to the needs of individual pupils was evidenced through the approach to the CAGs and TAGs. See record of communication with parents and external agencies to support pupils with mental, physical health, and emotional issues. There are real success stories here - all Y11 and Y13 students accessed their topic tests regardless of their individual issues.</p> |

Personal development

| Criteria   | Current assessment   | Sources of evidence<br>(Items shown in blue are filed on central)   | Development  |
|--|--|---|--|
| <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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, tolerance and respect.</i></p> | <p>PSHCE programme.<br/>Mental health lectures and assemblies.<br/>RSE Drop down days for Y8, Y10 and Y12.<br/>Mental health awareness drop down days.<br/>Small group work with target group Dr Smith.<br/>Key Pastoral Staff level 2 Mental Health Training.<br/>All staff completed mental health First Aid training. Drugs awareness evening offered to parents following drop down day provision for Years 8 and 9.<br/>Teenage cancer Trust presentation to inform pupils of the need to be aware of their physical health.<br/>Drop-down days provide a range of material.<br/>2020-21 focused on Pastoral Staff CPD; lockdown provided opportunity for attendance at courses with learning cascaded to entire pastoral team.</p> <p>A wide range of extracurricular activities are offered at the school and widely utilised by the pupils. Registers reflect a diversity of backgrounds attending these. The School has had national and local successes in a range of areas including "The Reason" receiving a national award for best school newspaper, a range of sporting achievements, and quality music and drama performances such as Oliver, and Christmas and summer music concerts. Musical and drama talents have been showcased at events such as Speech day, open evenings and Year 13 leavers' event.</p> <p>Pupils speak with confidence in these areas, which are supported through across the curriculum. SMSC audit supports good coverage across the curriculum which is supplemented by PSHCE programme (overview on website) and Assembly programme.</p> <p>Mock elections and School council elections evidence democracy in action. These are overseen by staff who have witnessed pupil leadership and tolerance. For example, student ambassadors' work has contributed to the development of the anti-bullying policy.</p> <p>RSE days focus on respect and diversity and tolerance.</p> <p>Sixth form lecture programme.</p> | <p>PSHCE and RSE SoL<br/>Staff training records<br/>Pastoral records<br/>Drop down day SOLs<br/>Child Protection Policy</p> <p>Extra-curricular programme (see calendar)<br/>See registers of pupil attendance<br/>Pupil and Parent Surveys<br/>Equalities analysis</p> <p>SMSC Audit<br/>PSHCE and RSE SoL<br/>Enrichment programme<br/>School Assembly programme<br/>School council minutes</p> | <p>PSHCE teaching and regular pastoral contact, including counselling provision, has been maintained throughout the pandemic, in general to all pupils and repeatedly by different staff to individuals of concern.</p> <p>More non-sporting provision has been developed in 2021-22 using lunchtimes where possible in order to avoid discrimination against those with transport issues. Update: this proved wildly popular in the autumn term, though pupil absence affected numbers in the spring term a little.</p> <p>DofE has continued during the pandemic, as has the Ermysted's Award and other competitions and clubs. However, the overall programme of extra-curricular activity has been badly impacted by the need to keep different year groups apart. This programme will be reinvigorated under the leadership of the EVC 2021-22.</p> <p>RSE policy and SOL has been reviewed and refined for 2021-22 (the School was an early adopter of the new RSE curriculum).</p> <p>Year Group Councils (Student Council) to be relaunched and reinstated from September.</p> |

Personal development

| Criteria   | Current assessment  | Sources of evidence<br>(Items shown in blue are filed on central)   | Development   |
|--|---|---|---|
| <p><i>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, 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 meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.</i></p> | <p>Curriculum opportunities have been created to promote understanding of these issues. For example, drop down days in Y8, 10 and 12 focus on tolerance, representation from different faith groups and secularist organisations. Relationships between pupils are good. They speak informatively about different religions and cultures.</p> <p>Pupils deliver assemblies on Ramadan to their peers. Arrangements made to support pupils who are fasting. SLT members have consulted with local Imam.</p> <p>LGBTQ+ focus and staff training. Increased awareness of LGBTQ issues e.g. through assemblies.</p> <p>School refectory now serves Halal meat on a regular basis , alongside non-Halal meat to allow choice, in response to pupil voice and parental requests. A multi-faith room is also available.</p> <p>The ability to debate, and discuss points in a considered way is evident through lesson observations and learning walks across the curriculum. Pupils are keen to share ideas and to question. A range of opportunities are provided in school to encourage pupils to develop skills for future life. This includes:<br/>Volunteering- from which the school receives positive feedback.</p> <p>Ermysted's Award and DoE programme, the quality of which is evidenced through the portfolios and number of pupils who received awards in its first year.</p> <p>Charity fundraising e.g. School Cross Country sponsorship, various bake sales.</p> <p>Cancer support group.</p> <p>At KS3 pupils regularly deliver assemblies to their peers on topics linked to the theme of the week. The quality of these is clearly evident as witnessed by pastoral staff and leaders.</p> <p>The pupils are provided with a broad and effective programme of careers education. The Careers Award was attained in July 2018. The careers programme is embedded throughout Year 7 to Year 13. The programme evidences clear planning to ensure pupils are supported in making decisions ready for their next stage. The School provides above and beyond the statutory requirements. For example Work Experience is offered in Y10 and in Y12. Very positive feedback has been received by parents, pupils and employers. Support in making options choices has been extended into the end of Year 7 and the start of Year 8. Outside speakers, employers and parents actively support the school to provide quality and wide ranging delivery. Activities such as drop down days and enrichment week also provided meaningful opportunities to explore careers such as the Lakes and Dales project on creativity in the workforce delivered to Year 8. Careers links are also reinforced through the core curriculum as evidenced through enrichment activities provided and clear connections drawn between skills and knowledge acquired and careers. These opportunities are mapped through the careers plans.</p> | <p>PSHCE and RSE SoL.<br/>Staff training records.<br/>Pastoral records.</p> <p>School website and newsletters.<br/>Prize Day and DoE records.<br/>School assembly programme.</p> <p>Careers Education Overview<br/>Careers' Award and evidence folder<br/>Careers' Fair programme<br/>Employer feedback from both work experience programmes.<br/>Pupil and Parent Surveys.<br/>Careers policy on website</p> | <p>LGBTQ+ focus group to be developed.</p> <p>Halal menu options to be maintained.</p> <p>Prayer Room reinstated and being regularly used by a number of pupils across different year groups.</p> <p>Explore opportunities for different faith groups to take an active role in the School assembly programme e.g. local Imam to have active role in the planning.</p> <p>Ermysted's Award to grow and develop. Further adaptations may be required in light of the pandemic, for example to the list of qualifying activities.</p> <p>KSS lecture programme to be maintained at one lecture per fortnight per year group.</p> <p>Embed the successful careers programme including delivery through PSHCE and enrichment carousel. Drop-down days and enrichment week will need to be re-evaluated in light of the recent lockdowns. There will be a continued focus on raising awareness of creative careers. In addition, staff will receive training in the use of Unifrog as a teaching resource and recording and monitoring tool for careers skills and experiences.</p> <p>Preparations to begin in the summer term for the 2022 Careers Fair.</p> |

Personal development

| Criteria   | Current assessment  | Sources of evidence<br>(Items shown in blue are filed on central)  | Development   |
|--|---|--|---|
| <p><i>Personal development is exceptional.</i></p> | <p><i>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.</i></p> <p><i>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</i></p> <p><i>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.</i></p> <p><i>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</i></p> | <p>The pupils are provided with a broad programme of curricular and extracurricular opportunities, ranging from whole year group experiences (Maths Challenges, Fieldwork, and Author visits) to more niche opportunities in the arts and sciences. The School enjoys a high level of success but celebrates all levels of achievement.</p> <p>Extra curricular take up by BME pupils is high. All PP pupils are funded for core and activities and many of the optional ones too. PP pupils are also provided with additional support for curriculum materials. As a result they make good progress (as evidenced in the IDSR and GCSE results)</p> <p>Ermysted's Award high levels of participation.</p> <p>High numbers of prefect applications and student advisor applications.</p> <p>School has an overview of how enrichment is embedded in the curriculum. PSHCE is coherent and has a high visibility in the school day. Themes for the week are consistent across all key stages. Form tutor time is used effectively.</p> <p>The school works as a community to develop pupils. The enrichment opportunities within the curriculum, challenge and pace, breadth of opportunity inspire pupils. This is further supported by the strong pupils leadership, range of extra-curricular activities and the values and ethos supported through an effective and cohesive PSHCE and assembly programme. The school knows it has been successful through positive feedback from visitors to the school and from employers. Parents and external providers are keen to support the school as they enjoy working with the pupils. Shared links and information with local primary and secondary schools through transition visits. Pupils are encouraged to celebrate their successes and those of the school through, for example, Speech Day, Founder's Day and through celebrations of Remembrance Day. Pupils are encouraged to present at these occasions and do so with confidence.</p> | <p>Enrichment week programme.<br/>Prize Day Records.<br/>School website and newsletter.<br/>School newspaper.<br/>Carnegie, UKMT, Olympiads and other competitive activities.<br/>Various drop down days during the year including author visits, outside speakers for lecture programme. RSE Year 12 visiting speakers.<br/>Music groups. Drama club.<br/>New Enrichment course in KS4.</p> <p>Equalities analysis.<br/>Pupil Premium Statement.<br/>Prize Day records.</p> <p>PSHCE and RSE SoL<br/>Curriculum planning documentation</p> <p>Employer feedback from work experience</p> <p>New enrichment course for Y11 rolled out and evaluated through pupil voice. LWs reintroduced in autumn term and used to evaluate enrichment provision.</p> <p>Extra-curricular programme extended to cater for a wider range of interests.</p> <p>Advertisement of opportunities to be improved and even wider participation encouraged.</p> <p>Pupil Premium planning extended to a three-year window.</p> <p>Ermysted's Award to be developed further</p> <p>Form time 2020-21 was extended to include curriculum focus, including time dedicated to catch-up following lockdowns. Learning walks implemented in the autumn term 2021 to monitor PSHCE activities.</p> <p>Develop further the links with local schools and partnerships. This has been difficult to achieve during 2020-21 due to Covid restrictions and lockdown. However, online opportunities to be further explored e.g. through Teams meetings. School to explore provision of specialist expertise, such as in MFL, DT, STEM subjects and PE, reading buddy opportunities and other enrichment experiences to engage Year 5 and Year 6 pupils 2022-23. Update: some provision delivered in languages but the preventative measures have delayed most of our plans.</p> |

**Leadership and management**

| Criteria  | Current assessment   | Sources of evidence  | Development   |  |
|---|--|--|---|--|
| <p><i>The school meets <b>all</b> the criteria for good in leadership and management <b>securely</b> and <b>consistently</b>.</i></p> | <p><i>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. This vision has been maintained throughout the pandemic and beyond/during the transitional period.</i></p> <p><i>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 ECTs, build and improve over time. This includes building teachers' expertise in remote education.</i></p> <p><i>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.</i></p> <p><i>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.</i></p> | <p>The Governors, the Senior Leadership Team, and subject leaders work together closely to develop the curriculum in a way that ensures that pupils are appropriately challenged and sufficiently stretched. The approaches are shared with other stakeholders prior to deployment for objective scrutiny and practical considerations. The breadth of the curriculum has been maintained through the course of the pandemic and quality assured through regular reviews with the HoFs and surveys with the pupils and their parents.</p> <p>All teaching staff are encouraged to attend internal and external training during the year and most choose to participate in the peer review process. Performance management targets are tailored to career progression points. The Head of Faculty and Pastoral forums identify whole school and individual areas of need, and CPD is planned accordingly, as well as devolved through Faculty training. Additional non-contact time and timetabled meetings within faculties are provided to support continuing professional development and curricular expertise. Learning walks and whole school observations identify areas of best practice and areas of need. These are then addressed in training sessions (See QATL reports and IT-related training delivered in anticipation of and during the periods of remote learning.)</p> <p>Pupils' progress is monitored and assessed frequently in order to identify areas of weakness or concern and are offered intervention and support at the earliest opportunity. This has continued throughout the periods of blended learning and remote teaching.</p> <p>The School has worked effectively with pupils, parents and external agencies to maximise the number of pupils completing their programmes of study.</p> <p>The use of data capture and monitoring has recently been reviewed in order to ensure that it is fit for purpose and provides a valuable and effective monitoring tool used in a discerning way rather than being seen as a repetitive chore. Steps were taken to streamline and reduce burdens on staff, especially during the periods of lockdown.</p> <p>The School engages well with local and national employers through the School's well-developed careers provision.</p> <p>The School regularly consults stakeholders on School policies and decisions.</p> | <p>SLT, HoF, HoS, faculty minutes.</p> <p>Governance Records and School Policies.</p> <p>Pupil, Parental and Staff Surveys.</p> <p>ITT records, including EPS programme delivered by senior staff.</p> <p>Records of staff CPD including focus on differentiation, AFL, scaffolding, blended learning, etc.</p> <p>SLT, HoF, HoS, faculty minutes.</p> <p>QATL records.</p> <p>Subject support timetables; intervention meetings and records; provision of additional study support to identified pupils.</p> <p>Pupil Case Studies.</p> <p>Attendance and Retention figures.</p> <p>Parental and pupil surveys; record of employers and higher education links kept in careers audit; careers records of pupil, parent and employer responses e.g. careers Fair and work experience.</p> <p>Lists of meetings held with parents and external advisors / Confidential data held by AJJ.</p> <p>Pupil, Parental and Staff Surveys.</p> | <p>2022-23 is the final year of the three year rollout of the new school curriculum.</p> <p>Evaluate the success of the new enrichment courses introduced to Year 9, Year 10 and Year 11 e.g. astronomy, driving theory, food, physical education, etc.</p> <p>Monitor progress in MFL ahead of the first full cohort entry in 2022. Additional FLA time deployed to support identified pupils.</p> <p>Increased twilight CPD opportunities developed for 2021-22. Shorter, more frequent faculty meetings scheduled and well received by staff.</p> <p>National College membership and training extended to all staff. BASS CPD opportunities used well.</p> <p>CPD training driven by pedagogy to support memory retention and retrieval; needs of newly appointed and newly qualified staff; and supporting personal development and careers. Needs identified through HoFs and HoS.</p> <p>Two high quality ECT staff also appointed for Sept: French and Latin teacher allows for sustainability of Latin course. Red Kite external provision in place to support ECT programme through teach first with mentors appointed and nct allocated. DHT Lead coordinator. Twilight sessions include provision for new staff to support their transition.</p> <p>Maintain individual guidance for A-Level choices for Year 11 pupils. Expand the staff team to enable some degree of specialism. Update: programme delivered in the autumn term and options evening moved to the spring term due to the pandemic.</p> <p>Deliver careers guidance remotely through appointments with the independent advisor and the virtual careers fair.</p> <p>Work with identified families to encourage pupils to attend on site lessons during the pandemic.</p> <p>Work to be completed on pupil integration with key members of the local community.</p> |

Leadership and management

| Criteria   | Current assessment   | Sources of evidence   | Development   |
|--|--|---|---|
| <p><i>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. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.</i></p> <p><i>Leaders protect staff from bullying and harassment.</i></p> <p><i>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.</i></p> | <p>Consultation with staff on any proposals which might impact on them / out of hours restrictions on email communications / flexible working arrangements where practical (particularly Support Staff) / part-time working requests adopted. Policies have been adapted in light of government recommendations regarding the reduction of workload. (See assessment and marking policy; reporting calendar; staff consultation documents)</p> <p>The School has taken significant measures to increase non-contact time for all teaching staff, well in excess of minimum recommended thresholds, and sought to reduce pressures elsewhere. Staff recruitment and retention is strong.</p> <p>The ARR calendar was thoroughly overhauled in 2020 in light of the summer lockdown and to ensure a more streamlined and less intense experience for the teaching staff. New software and IT infrastructure was purchased and installed to enable comprehensive electronic communications and greatly reduce the pressure on school administrators.</p> <p>Careful consideration was given to pressures that would fall on staff during periods of blended learning. Equipment was researched and purchased, IT infrastructure was significantly upgraded, IT support was increased, training was provided before and during the term, and classroom facilities carefully audited before being repaired or replaced as necessary.</p> <p>The Senior Leadership Team is proactive in response to issues raised by parents and staff. There are case-studies that evidence this (with AJJ) The school has a supportive culture and takes staff welfare seriously (see points above)</p> <p>The Governance external audit complimented the work of the Governors. Meeting minutes also show challenging questions and clear vision. The quantity and quality of information provided to the Governing Board is outstanding. The School is extremely proactive in identifying potential concerns or issues to the Governing Board as well as utilising the School's data in detail when reporting on pupils' performance and attainment throughout the year.</p> <p>Governors have been provided with a range of briefing papers in order to ensure that they are fully involved and engaged with matters across the School and its operation from admissions to pastoral support, staffing, budgeting and financial management and planning as well as site maintenance and development.</p> <p>The School has 65 fully documented policies covering all aspects of its operation, which have all been recently reviewed and approved by the Governing Board. Governor links meet with leaders of curriculum, financial and pastoral areas of the school to ask challenging and evaluative questions. (see records of reports to the Governing Board in the minutes)</p> <p>To promote transparency and accountability, minutes of the GB meetings and the School's finances are made publicly available on the School's website.</p> | <p>See record of workload reduction e.g. through assessment policy, tracking and assessment changes; comparatively low teaching allocation.</p> <p>Staff Survey</p> <p>Capital projects and reports to governors</p> <p>AJJ records</p> <p>See minutes and resources from Governors' meetings; records of link governor meetings with HoFs; interview recruitment records; overview sheets provided for Governors.</p> <p>The minutes of the Full Board and summary financial information are publicly available on the school website.</p> | <p>Explore further initiatives such as alternative therapies.</p> <p>Increased levels of cover supervision has been maintained and the lunchtime duty staff team has been expanded.</p> <p>Embed use of InTouch Communications. Make more use of DocuSign licence.</p> <p>Support staff IT equipment has been upgraded to enable remote working possibilities for all staff.</p> <p>Network cabling and switches has been upgraded. Site-wide Wi-Fi has been installed. School bandwidth has been increased (with new fibre installed to future proof requirements). System reliability has been improved and backup protocols have been reviewed..</p> <p>External training provided to governors in 2020-21, which has been followed up with Link Governor visits and revised and updated guidance from the SLT in 2021-22.</p> <p>Budgetary pressures remain with an in-year deficit predicted for FY2022-23 and significant capital investments required to site and infrastructure in the meantime. SCA award has been secured for FY2022 but other successful bids in FY2023 and beyond are likely to be necessary.</p> |

Leadership and management

| Criteria   | Current assessment  | Sources of evidence  | Development  |
|--|---|--|--|
| <p><i>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.</i></p> <p><i>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.</i></p> | <p>Governors have each completed all aspects of safeguarding and related training, as have all teaching and support staff.</p> <p>There is a strong strategic lead of safeguarding. It is integral to the School vision as evidenced through the School Development Plan, Self evaluation, and training records. Systems have been developed to support this, such as increased site security, the introduction of CPOMs and increased communication with parents through the text messaging service, class charts and parent information events. This has involved some significant financial input. The School has a highly developed programme of pastoral care with middle and senior leaders clearly identified with responsibility for particular year groups or other cadres of pupils (for example, those from minority or disadvantaged groups, or qualifying for Pupil Premium support). This team meets formally every week to consider concerns collectively and take action on particular cases where information needs to be shared.</p> <p>Numerous meetings involving staff with pastoral responsibilities are held on an ad hoc basis with pupils and/or parents to offer support or take action on individual situations in a timely fashion. Safeguarding and pastoral management are the primary responsibility of member of the Senior Leadership Team.</p> <p>The School has recently engaged the services of four external professional counsellors to provide additional expert help in the provision of pastoral support for pupils throughout the School. It is recognised and understood that concerns over mental health among pupils at secondary schools are much more widespread than simply associated with academic progress and performance and that the School has a duty of care in a much wider range of young peoples' lives and development, including social interaction etc.</p> | <p>Governor link for safeguarding (Sara Humphreys) Record of Governors' training; minutes of Governors' meetings.</p> <p>See safeguarding policy and case-studies on CPOMs; records of standard recruitment questions; governors finance minutes regarding site safety measures.</p> | <p>AJJ meets regularly with SH to provide a review of safeguarding practice and developments. Update: SH and LA Advisor met pupils separately to triangulate views of safeguarding at the school in the autumn term.</p> <p>Explore how to provide additional familiarisation support to disadvantaged applicants for entry into Year 7 in September 2023 (registration for which will open in April 2022 and testing for which will take place in Sept 2022). Update: three-year contract signed and support is being deployed from Easter 2022.</p> <p>Continue to prioritise staff training and awareness with regular reminders in staff and tutor meetings.</p> <p>Continue to develop the school site to support monitoring and safety e.g. additional fencing, maglocks, implementation of new CCTV system.</p> |
| <p><b>Leadership and management are exceptional.</b></p>   | <p>Performance management has taken a strongly developmental approach in recent years, with nearly all members of the teaching staff involved in observing and advising colleagues how to improve practice. Leaders' analysis of performance in September builds in the identification of CPD needs such as opportunities to moderate with other schools and to share best practice. There is a high percentage of experienced staff in the School who teach their specialisms.</p> <p>During the periods of remote learning, IT development has devolved to the teaching staff who have enthusiastically embraced the Teams platform to share documentation, videos and advice to each other to improve levels of expertise within the staff. This has been supplemented with regular formal training from internal and external trainers.</p>   | <p>QATL Reviews<br/>PM Records<br/>Staff training logs</p>   | <p>Programme of walk-through lesson observations to be developed for 2021-22 to include all staff who would like to be involved. Update: walk through observations completed in the autumn term. Observer participation was limited to the SLT and middle leadership to ensure the process was proportionate and appropriate measures could be taken in line with government guidance in force at the time.</p>  |

**Leadership and management**

| Criteria  | Current assessment   | Sources of evidence  | Development   |
|---|--|--|---|
| <p><i>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.</i></p> <p><i>Staff consistently report high levels of support for well-being issues.</i></p> | <p>Staff views are regular sought through the formal staff forums and quantified through anonymous staff surveys.</p> <p>Minutes from SLT, HoF and HoS meetings are shared with all staff. Minutes from governor meetings are published on the school website.</p> <p>A demonstrable reduction in workload can be evidenced over the past few years.</p> <p>Careful consideration has been given during the pandemic to staff workload with steps taken to reduce pressures and support staff wherever possible.</p> <p>Technician support has been significantly increased in IT, Art, Food, and Science.</p> | <p>See record of workload reduction e.g. through assessment policy, tracking and assessment changes; comparatively low teaching allocation.</p> <p>Staff Surveys</p> | <p>Explore reinstating initiatives such as alternative therapies.</p> <p>Maintain increased levels of cover supervision and lunchtime duty staff. Update: Lunchtime duty staff increased.</p> <p>Increase support staff numbers, especially with regard to the IT, Finance and the pastoral team. Since Done.</p> <p>Introduce online banking Update; now done.</p> |

Sixth Form

| Criteria  | Current assessment  | Sources of evidence   | Development  |
|---|---|---|--|
| <p>The school meets <b>all</b> the criteria for good in Sixth Form provision <b>securely and consistently</b>.</p> <p>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.</p> <p>The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>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.</p> <p>Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remate education is integrated into course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Teachers encourage students to use subject-specific, professional and technical vocabulary well.</p> <p>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.</p> <p>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 or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.</p> | <p>Our post-16 students follow an academic pathway, with each student taking three or four A Levels over two years, supplemented for some by the Extended Project Qualification (EPQ).</p> <p>Despite the relatively small size of the Sixth Form, there are 22 A Level courses on offer with very nearly every requested combination being accommodated. One course (English Language) is delivered by SGHS, one course (Music) is delivered jointly, and two EGS subjects (PE and German) accept SGHS students to their classes.</p> <p>The range of the A Level offer has increased in recent years, with Politics being introduced, and Art, Classics, and Latin returning in response to student demand. This has supported a growing diversity in the subjects pursued by students in their post-18 destinations.</p> <p>SEND and Disadvantaged students follow the same courses and perform as well as or better than their peers. Destinations are also equally impressive.</p> <p>The School responded quickly to the pandemic, offering video lessons from the start of the first lockdown and ensuring that the 2021 cohort completed their programmes of study in good time and in good order. This meant that the school was confident in assessing the full range of specification content in the TAG process.</p> <p>Assessment data for the 2021 cohort, was consistently strong through the course and evidences the students' development of skills and understanding.</p> <p>Lesson observations, work scrutiny, and student feedback speak to the quality of teaching and learning, and the demands of the tasks being attempted by the students and the quality of the work being produced.</p> <p>Students have access to high quality teaching materials, which are often bespoke to their particular needs, and are provided with numerous opportunities in certain subjects to develop their skills and understanding through practical applications, for example, as seen in the high number of practicals in the sciences and the ambition of the fieldwork in geography and biology.</p> <p>Students are largely studying full time each and every day. When not in lessons, students are provided with specialist rooms in which to complete private study, equipped with good supplies of additional A Level and higher textbooks and learning resources, networked computing facilities, and high speed wi-fi. In all private study sessions the students are supervised to ensure that an optimum working environment can be achieved and are often supported by teaching staff assigned to particular sessions.</p> <p>Teachers support students informally every lunchtime around the school and formally in A Level mathematics, economics, biology, chemistry, and physics (the five largest subjects) through timetabled sessions during the week. Peer mentoring takes place informally and formally in many subjects at other times.</p> | <p>IDSR, Internal assessment data<br/>QATL data</p> <p>Staff surveys<br/>Parent surveys<br/>Student surveys</p> <p>Destination analysis</p> <p>Third-party careers surveys<br/>Careers Policy<br/>Careers programme, including biennial Careers Fair</p> <p>Lecture Series Programme</p> <p>PSHCE and RSE planning documents</p> <p>Extracurricular programme</p> <p>Timetable data</p> <p>SoL<br/>Curriculum planning documents</p> <p>Attendance data</p> <p>Behaviour analysis</p> | <p>2021-22 has seen the return of Classics and Latin to the A Level programme. This is the first time that the new specification has been taught and will require careful planning and monitoring. Update: autumn and spring term progress has been pleasing.</p> <p>The new Head of Sixth Form (AJJ, the DHT) will need induction and the new Sixth Form pastoral team will need time to bed in.</p> <p>At 240 students, the Sixth Form cohort for September 2021 is relatively large. Routines will need to be reviewed and amended (e.g. assembly patterns, private study room allocation, etc.).</p> <p>The recent survey on sexual harassment and relationships will need to be followed up. Talks on consent and other related issues have already been delivered by external speakers.</p> <p>A punctuality drive took place in the autumn term as the students adjust to the return of standard registration timings. See Class Charts records.</p> <p>Lunchtime arrangements for Sixth Formers have been assessed and seem to be working well. As hoped, the revised timings have enabled clubs and societies run and peer-mentoring to be able to take place.</p> <p>Consider gaps in learning for students new to the Sixth Form in the autumn term and take appropriate action. Update: new Year 12s have performed very well.</p> <p>Year 13 students will need careful monitoring, especially the group identified at the end of the summer term. Progress measures recorded at the end of the autumn term have been analysed to identify students requiring support. Update: various interventions have taken place during the spring term.</p> <p>Contingency planning has taken place within facilities for further disruption, especially to the examination cohorts.</p> <p>The 2022 EPQ cohort is a good size, with numbers holding up well during the autumn term.</p> <p>Form Prefects and Student Advisors to lead the anti-bullying review.</p> <p>Streamline the UCAS process through increased use of the Unifrog platform. Embed whole school careers' preparation of pupils for application process to university or HE.</p> |

Sixth Form

| Criteria   | Current assessment   | Sources of evidence   | Development   |
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| <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Leaders and staff create an environment in which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.</i></p> <p><i>Students develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education.</i></p> | <p>The pastoral team has regular contact with individuals to support them with issues inside and outside of school. Students have access to a range of levels of support all the way up to the school counsellor and external agencies.</p> <p>The core academic programme is supplemented by a centrally coordinated programme of PSICHE, RSE, and Careers, delivered in assemblies, by tutors in form time, and through the Sixth Form lecture programme.</p> <p>Statutory RE is delivered in a series of drop down days (last delivered in 2019 due to the pandemic) and supported by a wide range of secular and non-secular external speakers.</p> <p>Attendance rates are exceptionally high and remained so throughout the pandemic. When issues arise with individual students from time to time, the school responds quickly and has developed a range of possible actions.</p> <p>Historically, most students have opted to progress to university after the Sixth Form, but some choose employment and a growing number are choosing higher level apprenticeships.</p> <p>Our careers programme caters for this changing demographic and ensures students have access to the relevant advice and information. This is a continuum of careers advice provision from Year 7 through to Year 13, delivered as part of a coordinated and well-planned whole school programme. As part of their careers entitlement, Year 12 students take a second work experience placement at the end of the year (the other WE placement is in Year 10).</p> <p>Behaviour in the Sixth Form is excellent, characterised by very good relationships between the students and between the students and the staff. Rare instances of poor behaviour are dealt with quickly and effectively, and regular surveys of the students seek to tackle potential issues proactively (see the mental health and sexual harassment surveys, for example).</p> <p>Physical education is compulsory and weekly sessions in a wide range of sports are offered to all students. These are popular and many students choose to go beyond this core provision by competing in the various school teams and by using the school's sporting facilities at other times in the week.</p> |   |   |
| <p><i>Sixth Form provision is exceptional.</i></p> <p><i>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.</i></p> <p><i>The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.</i></p>   | <p>QATL records evidence quality of teaching is strong and has been validated externally (LA reports).</p> <p>Teachers plan lessons to allow for progression and challenge. Pace is used effectively and teachers adapt teaching in nuanced ways and use assessment effectively to support learners needs.</p> <p>A-Level outcomes are very strong with positive value-added. Outcomes in 2020 and 2021, though discounted from consideration in the official league tables, were expected to be significantly positive, reflecting the improvements in T&amp;L and student tracking and intervention that have been secured in recent years.</p>  | <p>QATL data</p> <p>SoL</p> <p>Curriculum plans</p> <p>Internal and external analyses</p> <p>ISDR</p> | <p>Formal QATL process re-established.</p> <p>Year 14 students supported with their post-18 options, including entries for the 2021 autumn series and deferred UCAS applications.</p> <p>Reflect on experiences from 2021 and ensure any remedial actions (rescheduled fieldwork and science practicals, for example) are considered carefully. Done.</p> |

Sixth Form

| Criteria  | Current assessment  | Sources of evidence   | Development   |
|---|---|---|---|
| <p><i>Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.</i></p> <p><i>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.</i></p> | <p>Opportunities for student leadership in the Sixth Form and contributions from the wider school curriculum, ensure that pupils are educated beyond the requirements of the examination specifications and are equipped with the intellectual, cultural, and emotional means for life beyond the school.</p> <p>The Prefects contribute demonstrably to the school ethos and are chosen from a highly competitive field, through a rigorous selection process.</p> <p>Sixth Formers are involved in mentoring and supporting pupils in younger year groups as well as involving themselves in transition activities and extend school provision.</p> | <p>Extracurricular programme<br/>School website<br/>Newsletters<br/>Chronicles of Ermysteds</p> | <p><a href="#">Relaunch the extracurricular programme and introduce new Sixth Form options such as Young Enterprise. Done: Year 12s are involved in the YE programme.</a></p> |