

Quality of education

Criteria	Current assessment	Sources of evidence	Development
<p><i>The school meets all the criteria for a good quality of education securely and consistently.</i></p> <p><b>Intent</b>  <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><i>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i></p> <p><i>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.</i></p> <p><i>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.</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.</p> <p>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 PSHE 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.</p> <p>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>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>In addition to the broad curriculum, a non-examined carousel of enrichment activities operates throughout KS4. The 2022-23 KS4 enrichment courses includes: art, music, computer science I, ecology, and drama in Year 9; physical education, food, Italian conversation, computer science II, and digital music and media in Year 10; driving theory, earth sciences, economics, classics, and medieval literature 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>Impact of school closure on both disadvantaged pupils, SEND and those who may have become disengaged assessed during 2021-22 data points. No impact seen at cohort level and new joiners performed well, but ATA deployed to work with identified individuals. Opportunities to close the gap for identified pupils through lunchtime interventions (Year 7 Literacy Groups and Peer Mentoring) have been completed. LSAs have supported identified pupils with handwriting issues (Years 7 and 8).</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 9 including work experience for Y10 and Y12. 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>QATL data.  September INSET day minutes from curriculum meeting with HoFs; see curriculum model.  Faculty SoLs.  School website.</p> <p>School website</p> <p>IDSR  QATL data</p> <p>Curriculum policy and other curriculum materials on the school website.  Pupil voice survey for enrichment carousel March 2022</p> <p>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>Pupil attendance remains strong (2021-22 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. This should self-correct now that the isolation rules have changed, but multiagency work with the small number of significant attendance issues will continue in 2022-23.</p> <p>SoLs were adapted 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 in preparation for 2022-23.</p> <p>ATA capacity was increased (spring 2022) to target emerging needs in literacy. This will be a continued focus into 2022-23.</p> <p>HoF reviewed and updated their long term plans, together with their curriculum intent for each key stage. This information will be uploaded to the curriculum area of the school website for 2022-23.</p> <p>KS3 Literacy support and timetabled subject support sessions (Sixth Form) will continue in 2022-23 - impact to be monitored.</p> <p>PP passports completed (spring 2022 and reviewed summer/autumn 2022).</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 removing astronomy (now extracurricular option) and increasing provision of art and music in KS4. To be embedded in 2022-23.</p>
<p><b>Implementation</b>  <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.  Workforce census.  Appraisal records and training courses indicate CPD needs identified by staff.</p>	<p>New appointments for Sept 2022 include an experienced Biology specialist and a Physics ECT (second year). He will join other high quality ECT staff, appointed in Sept 2022, who have successfully completed their first year. Red Kite external provision in place to support ECT programme through teach first with mentors appointed and nct allocated. DHT Lead coordinator. Non specialists continue to be supported in KS3 history.</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><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>Clarity in teaching is evidenced in QATL data and outcomes for students (IDSR 2019 P8 Overall 0.65. Internal estimates based for 2020, 2021 and 2022 P8 are even higher.</p> <p>QATL records evidence quality of teaching is strong and has been validated externally (LA and SIP 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>CPD and Faculty meeting time used to explore teaching and learning strategies for integrating new knowledge into long-term memory.</p> <p>Bespoke training provided to all pupils on revision techniques and organisation of learning content (Autumn Term). Guidance uploaded subsequently uploaded to the parents' section of the school website.</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>DoE training, Reading Schemes, and House competitions were transferred online to enable a surprising amount of extracurricular provision to continue during periods of lockdown. Extracurricular participation in 2021-22 is higher than pre-pandemic levels with significant increases in music and sport in particular.</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. There are regularly reviewed and adapted (e.g. summer term shared planning sessions.)</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 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>QATL data IDSR LIA reports</p> <p>Assessment, Marking and Feedback policy HOFs evaluative minutes</p> <p>Faculty FDPs and evaluations (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; IDSR; ARR Class Charts Internal analyses</p> <p>Library and Faculty records</p>	<p>The focus training in 2022-23 will be embedding consistency of marking and feedback practice, consistency of classroom systems and protocols, and whole school literacy initiatives.</p> <p>Reflect on performance at GCE and GCSE in light of the first external examination series since the pandemic. To include focus on GCE Economics; GCSE Geog, Eng Lit, German.</p> <p>CPD to continue to focus on pedagogy and memory retrieval. Further investments to be considered (e.g. the PTI) to extend subject-specialist CPD opportunities for staff.</p> <p>Reviewed and revisit guidance to pupils in autumn 2022.</p> <p>New staff and new pupils to be trained on the existing systems and protocols in Sept 2022. To include the new Touch Screens in Ma and MFL.</p> <p>Any capability gaps in terms of the IT hardware available at home to be identified and addressed.</p> <p>Consideration given to the launch of a whole school laptop / iPad scheme in the near future.</p> <p>Embedding of assessment and marking policy will be a focus for 2022-23.</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.). Offer to host local primary schools sports days at the school. MFL outreach support to be delivered for 2022-23.</p> <p>Review curriculum plans for Sept 2022. For the exam cohorts respond to expected changes in assessment.</p> <p>Continue to review and refine the curriculum offer in light of experiences of the 2022 assessments.</p> <p>Take steps to address potential gaps in Year 7 reading and literacy through timetabled English lessons and the accelerated reader programme.</p> <p>Continue KS3 literacy interventions.</p> <p>Accelerated Reader now fully deployed in the School Library for Y7 and Y8. This will migrate into Y8 and Y9 for 2022-23. This is an area to embed.</p>

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	<p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>	Lesson observations and teaching resources evidence the use of academic and specialist language in use across all areas of the school.	QATL	Whole school reading and disciplinary literacy training planned for 2022-3.
	<p><b>Impact</b> 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.</p> <p>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.</p> <p>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.</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. 2022 outcomes are encouraging, with good VA anticipated. 100% EBacc entry translated into &gt;90% achievement, with the languages element proving the most challenging aspect.</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>ISDR</p> <p>QATL, Faculty SEFs; ISDR; ARR</p> <p>Internal analyses</p> <p>ISDR</p> <p>Internal analyses</p> <p>As above</p>	<p>Summer exams have taken place as normal with high attendance. Leaders to reflect on performance at GCE and GCSE in light of the first external examination series since the pandemic. To include focus on GCE Economics; GCSE Geog, Eng Lit, German, and EBacc conversion rates.</p> <p>Following Covid, reading has been identified as an area that has reduced in frequency. Adaptations to reading lessons in English will continue into 2022-3 targeting the more reluctant readers through small intervention groups and the accelerated reader programme. Form time in the other year groups will also include structured reading.</p>
<p>The quality of education provided is <b>exceptional</b>.</p>	<p>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.</p> <p>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.</p> <p>Pupils' work across the curriculum is consistently of a high quality.</p> <p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</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>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 (ISDR). 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>Pupil survey; Parent survey; link governor reports; external report e.g. LA and SIP reports; lesson observations.</p> <p>Lesson observation records; ISDR; ARR; class charts homework records; careers policy; careers links to the curriculum document; Careers Award; Compass Tool self-evaluation.</p> <p>ISDR</p> <p>Lesson observation records</p> <p>ISDR</p> <p>QATL</p> <p>Internal analyses</p>	<p>Significant transformation planned in Latin, English and PE schemes of Learning 2022-23. Music will be reviewed in light of DfE recommendations.</p> <p>Assessments evaluated, adapted and in some case re-sequenced in line with SOLs</p> <p>Embedding of assessment and marking policy for a second year following lock-down has been identified as an area of focus from the QATL processes.</p> <p>New SEND appointment 2022-23 will lead to further whole staff training and refocus on addressing this area of need. PP initiatives including Pupil Passport to roll out into second year 2022-3 and impact to be measured.</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>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.</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: 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: 91%.</p> <p>2021-22 ratio of positive rewards to negative: 88%.</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 post-box, 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>Positive picture of attitudes from the most recent Pupil Survey.</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>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>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 Pupil Surveys Behaviour logs, including discrimination log. Assemblies and PSHCE Schemes Student Advisors</p> <p>Case studies; attendance figures Progress report in Headmaster's report to Governors</p> <p>Class Charts Pupil Surveys ATL analyses QATL Ermysted's Awards</p> <p>Attendance data; governors' report Minutes from pastoral meetings studies</p> <p>Behaviour Policy Exclusions analyses (see governors' report) Case studies Reintegration meeting logs</p>	<p>A more fundamental review of the School's Behaviour Policy took place in summer 2022, involving consultation with all stakeholders. To be embedded in 2022-23. This will include refreshing mobile phone and uniform policy, and consistency of classroom protocols</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>Use of ClassCharts and using positives to remain a focus in 2022-23 CPD</p> <p>Pupil-led anti-bullying initiative commenced in spring 2021, and to be concluded in Sept 2022.</p> <p>Embed new protocols established by the Behaviour and Attendance Officer to monitor attendance of identified groups and intervene promptly and as necessary.</p> <p>Continue to prepare regular behaviour analyses and plan follow up action to be taken by the pastoral term..</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.</p> <p>Punctuality drive in Sept 2022 to establish expectations for the rest of the year.</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>

Behaviour and attitudes

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	<p><i>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</i></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>Class Charts Pupil Survey</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 2022-23.</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 Form Assemblies and other pupil presentations School and Year Group Councils Prefect meetings Student Advisors Volunteering within and without school Pupil survey Class charts Staff survey LA report</p> <p>Lesson observations ATL Analyses Student Advisors Volunteering within and without school</p> <p>Behaviour Policy Behaviour and Exclusions analyses Case studies Reintegration meeting logs Results analysis QATL</p> <p>Develop opportunities for different faith groups to take an active role in the school assembly programme.</p> <p>Maintain pupil-led multi faith prayer room and support regularly attendance across different year groups.</p> <p>Peer support programmes relaunched following the end of pandemic restrictions. To be embedded in 2022.</p> <p>The Student Advisors to complete the work begun on the anti-bullying approach. Subject mentors in mathematics, humanities and science to continue to support the learning of their peers.</p> <p>The Volunteering Programme to resume in the Sixth Form in 2022-23.</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 (Items shown in blue are filed on central)	Development	
<p><i>The school meets all the criteria for good in personal development securely and consistently.</i></p>	<p><i>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.</i></p> <p><i>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</i></p> <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>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 in discrete timetable lessons in Years 7 to 11 in addition to the weekly tutorial programme. It is further supplemented by several RSE 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 for Years 7 to 9.</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. 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>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 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 programme. Mental health lectures and assemblies. RSE Drop down days for Y8, Y10 and Y12. Mental health awareness drop down days. Small group work with target group Dr Smith. Key Pastoral Staff level 2 Mental Health Training. All staff completed mental health First Aid training. Drugs awareness evening offered to parents following drop down day provision for Years 8 and 9. Teenage cancer Trust presentation to inform pupils of the need to be aware of their physical health. Drop-down days provide a range of material. 2020-21 focused on Pastoral Staff CPD; lockdown provided opportunity for attendance at courses with learning cascaded to entire pastoral team.</p>	<p>PSHCE planning documents and teaching resources. Programmes for the various drop down days (on central folder and website, including PD wheel) Sixth Form Lecture Programme and list of external speakers.</p> <p>School assembly programme and exemplar materials. Enrichment week timetable and records of numbers participating in events.</p> <p>School website and newsletters.</p> <p>Pastoral records, including minutes of HoS meetings. Parental contact records. Feedback from work experience providers; biennial Careers Fair (employer and parent feedback) Assembly rota Senior prefect appointment and student advisor lists Headmaster's Report to Governors</p> <p>PSHCE and RSE SoL Staff training records Pastoral records Drop down day SOLs Child Protection Policy</p>	<p>The school continues to review and adapt its PSHCE and RSE provision, responding to local and national developments.</p> <p>Enrichment week was relaunched in a new streamlined format following two consecutive years of limited provision due to lockdown. Years 10 and 12 completed work experience during this time. Impact to be assessed and plans adapted as needed for 2022-23</p> <p>The Sixth form lecture programme is being delivered as one lecture per fortnight per year group. The programme will 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 in 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>The School's engages proactively 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 2022 assessments regardless of their individual issues.</p> <p>2022-23 form tutors will be in their teaching classroom bases to further support delivery of tutor programme. Tutor programme to be developed to include specific sessions for reading, PSHCE, form leaders and assembly.</p>

Personal development

Criteria	Current assessment	Sources of evidence (Items shown in blue are filed on central)	Development
<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><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>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 The Lady Killers in 2022 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. DoE, the Ermysted's Award and the overall programme of extra-curricular activity has been reinvigorated under the leadership of the EVC 2021-22</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. The School was an early adopter of the new RSE curriculum which has been reviewed and refined.</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>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, the PSHCE and RSE curriculum, and lectures.</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 and regularly used by a number of pupils across different year groups.</p>	<p>Extra-curricular programme (see calendar) See registers of pupil attendance Pupil and Parent Surveys Equalities analysis</p> <p>SMSC Audit PSHCE and RSE SoL Enrichment programme School Assembly programme School council minutes</p> <p>PSHCE and RSE SoL. Staff training records. Pastoral records.</p>	<p>Review findings of the 2022 Extracurricular survey to ensure we build on success of increased extra-curricular participation in 2021-22, for example Debating, Young Enterprise, Creative writing clubs, music ensembles, additional sports teams.</p> <p>Support transition of new D of E coordinator and the wider Outdoor Education team.</p> <p>Year Group Councils (Student Council) to continue into 2022-23 following its recent relaunch.</p> <p>LGBTQ+ focus group to be developed.</p> <p>Halal menu options to be maintained.</p> <p>Prayer Room to continue to be made available to all 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>

Personal development

Criteria	Current assessment	Sources of evidence (Items shown in blue are filed on central)	Development
<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>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: Volunteering- from which the school receives positive feedback.</p> <p>Ermysted's Award and DoFE 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 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 provide meaningful opportunities to explore careers such as the Lakes and Dales project on creative enterprise in the workforce, and sustainable engineering delivered to Year 9. The KS5 lecture programme provides an extensive range of speakers from careers and higher education. 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 opportunities. These opportunities are mapped through the careers plans.</p>	<p>School website and newsletters. Prize Day and DoFE records. School assembly programme.</p> <p>Careers Education Overview Careers' Award and evidence folder Careers' Fair programme Employer feedback from both work experience programmes. Pupil and Parent Surveys. Careers policy on website</p>	<p>Oversight of D of E is now split between two coordinators within school from Sept 2022</p> <p>A continued focus on raising awareness of creative careers.</p> <p>Embed staff 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 autumn term for the 2022 Careers Fair. Assemblies on T levels and higher apprenticeships to be organised for KS4. Expand further the growing range of careers paths displayed in subject areas. Expand employer visits into Year 7 and ensure at least 4 encounters with Higher Education providers are built into Y8-11</p>
<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>The pupils are provided with a broad programme of curricular and extracurricular opportunities, ranging from whole year group experiences (Maths Challenges, Fieldwork, and theatre 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>Enrichment week programme. Prize Day Records. School website and newsletter. School newspaper. Carnegie, UKMT, Olympiads and other competitive activities. Various drop down days during the year including theatre visits, outside speakers for lecture programme. RSE Year 12 visiting speakers. Music groups, debating club and creative writing. enrichment course in KS4.</p> <p>Equalities analysis. Pupil Premium Statement. Prize Day records.</p> <p>PSHCE and RSE SoL Curriculum planning documentation</p>	<p>Enlarged extra-curricular programme maintained to cater for a wider range of interests.</p> <p>Advertisement of opportunities to be improved and even wider participation encouraged.</p> <p>Use PP passport meetings to encourage PP involvement</p> <p>Reinstate autumn term 2022 LW to monitor PSHCE activities and form time</p>



Personal development

Criteria	Current assessment	Sources of evidence (Items shown in blue are filed on central)	Development
	<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 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. This includes prospective parents in open evening. 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>Employer feedback from work experience surveys open evening</p> <p>Parent</p>
			<p>Develop further the links with local schools and partnerships. 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.</p>

Leadership and management

Criteria	Current assessment	Sources of evidence	Development	
<p>The school meets <b>all</b> the criteria for good in leadership and management <b>securely and consistently</b>.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.</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>The revised school curriculum is now fully deployed with 100% EBacc compliance in KS4. The enrichment carousel has been reviewed and modified and ensures all pupils continue with the creative arts well into KS4. The breadth of the KS5 curriculum has been aided by delivery of KS4 enrichment courses and the commitment to ensure the pupils pursue an active lifestyle has had demonstrable impact in the growth and success of school sports.</p> <p>The removal of restrictions has enable the resumption of the full PSHCE and RSE programme, with multiple drop down days used to facilitate external input and deliver important content to pupils.</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.</p> <p>Additional non-contact time and regular timetabled meetings within faculties are provided to support continuing professional development and curricular expertise.</p> <p>Learning walks and whole school observations identify areas of best practice and areas of need. These inform whole school priorities and 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>Reflect on the outcomes from the 2022 public examinations, especially in Humanities and Languages in the first year of 100% EBacc compliance. Respond accordingly.</p> <p>Consider provision in music ahead of anticipated changes in staffing.</p> <p>Continue to support progress in MFL with small classes, FLA time in KS4, and targeted intervention by specialist staff. Support the reintroduction of overseas residential language trips to allow the pupils the opportunity to deepen their knowledge and practice their skills.</p> <p>Embed the PSHCE and RSE programme. Look to supplement RE delivery but reintroducing drop down days to KS4 and KS5.</p> <p>Review National College membership and consider joining the PTI to provide additional subject-centred CPD opportunities. BASS and GSHA CPD opportunities are frequent and deemed extremely useful by staff.</p> <p>The current internal NPQ cohort to deliver whole school training on effective pedagogy and memory retention and retrieval.</p> <p>Three second-year ECT employed for 2022-23. Red Kite external provision in place to support ECT programme through teach first with mentors appointed and nct allocated. DHT Lead coordinator.</p> <p>Maintain individual guidance for A-Level choices for Year 11 pupils. Expand the staff team to enable more specialism. Use external providers to advertise T-Level opportunities in the locality.</p> <p>Deliver careers guidance in person through appointments with the independent advisor and representatives at the Ermysted's 2022 careers fair.</p> <p>Work with identified families to encourage improved attendance and punctuality.</p> <p>The school needs to consider its response to the Education Bill and continue discussions with interested parties on the possibility of academisation and membership of a MAT.</p> <p>The removal of restrictions will enable the full resumption of the school's outreach work in 2022-23.</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><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>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>Many examples of action taken to reduce workload and encourage a healthy work life balance. For example, out of hours restrictions on email communications, providing flexible working arrangements where practical (particularly for Support Staff), numerous part-time working requests agreed, reducing travel around the site, reviewing marking loads and seeking to increase the impact of feedback.</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 through adding additional capacity. Staff recruitment and retention is strong.</p> <p>The ARR calendar has been thoroughly overhauled 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 clear vision and challenge to leaders. 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 external training and 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. Governors regularly visit the school in person to meet with staff and pupils to triangulate their view.</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>Governors have each completed all aspects of safeguarding and related training, as have all teaching and support staff.</p> <p>The safeguarding governor meets regularly with the DSL to overview safeguarding practice and developments.</p> <p>Governors, the LA Advisor and the SIP met pupils separately to triangulate views of safeguarding at the school.</p>	<p>See record of workload reduction e.g. through assessment policy, tracking and assessment changes; comparatively small classes and low teaching allocations.</p> <p>Staff Surveys</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>Governor link for safeguarding (Sara Humphreys)</p> <p>Record of Governors' training; minutes of Governors' meetings.</p>	<p>Additional teaching capacity for 2022-23 will provide improved flexibility and reduce teaching loads in many areas of the school. In particular, Year 9 class size in the core subjects has been very significantly reduced for 2022-23.</p> <p>Increased levels of cover supervision has been maintained and the lunchtime duty team has been expanded.</p> <p>Embed use of InTouch Communications. Make more use of DocuSign licence. Consider what further gains could be secured through better use of IT to automate actions and reduce staff workload.</p> <p>Assess impact via a repeat of the biennial Staff Wellbeing Survey.</p> <p>A new SIP has been appointed from GSHA to supplement existing support from the LA and provide governors with another independent expert opinion on the School's operation.</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> <p>New governors expected to join the Board in the autumn. Plan for careful induction.</p> <p>Use GSHA online training to support staff understanding of the 2022 changes to KCSiE.</p>

Leadership and management

Criteria	Current assessment	Sources of evidence	Development
	<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>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 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>See safeguarding policy and case-studies on CPOMs; records of standard recruitment questions; governors finance minutes regarding site safety measures.</p> <p>Continue to prioritise staff training and awareness with regular reminders in staff and tutor meetings.</p> <p>Formalise the school's safeguarding curriculum for staff.</p> <p>Continue to develop the school site to support monitoring and safety e.g. additional fencing, maglocks, implementation of expanded CCTV system.</p>
<p><b>Leadership and management are exceptional.</b></p>	<p><i>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.</i></p> <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>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 collaborate with other schools and share best practice. There is a high percentage of experienced staff in the School who teach their specialisms.</p> <p>Close cooperation with similar schools in the BASS group and GSHA, enables school staff to readily access high quality CPD and peer support. Many subject leaders have benefitted from residential courses with the BASS group and disseminate good practice on their return.</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>QATL Reviews PM Records Staff training logs</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>Full scale QATL programme to be reintroduced in 2022-23 with multiple opportunities for staff to observe colleagues and share best practice.</p> <p>Explore possibility of joining the PTI to further enhance subject-specialist CPD opportunities.</p> <p>Develop collaborations with the Northern GS group.</p> <p>Repeat staff survey to determine impact of recent initiatives.</p> <p>Explore reinstating initiatives such as alternative therapies.</p> <p>Maintain increased levels of cover supervision and lunchtime duty staff.</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><i>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.</i></p> <p><i>The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i></p> <p><i>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.</i></p> <p><i>Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Teachers encourage students to use subject-specific, professional and technical vocabulary well.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <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>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.</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 2022 cohort completed their programmes of study in good time and in good order.</p> <p>Assessment data for the 2022 cohort 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 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>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 PSCE, 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 high and consistently so. When issues arise with individual students, the school responds quickly and has developed a range of possible actions.</p>	<p>IDSR, Internal assessment data QATL data</p> <p>Staff surveys Parent surveys Student surveys</p> <p>Destination analysis</p> <p>Third-party careers surveys Careers Policy 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 Curriculum planning documents</p> <p>Attendance data</p> <p>Behaviour analysis</p>	<p>Embed the Sixth Form management structure.</p> <p>Develop the form tutor programme of activities to encourage high aspirations in the students and prompt them to act earlier in their Sixth Form careers.</p> <p>Continue to anticipate the needs of our students and deploy the new RSE curriculum.</p> <p>Make a punctuality drive at the start of the autumn term to establish expectations for the year.</p> <p>Continue to ensure that the availability of Sixth Form students at lunchtime is such that clubs and societies are able to run and peer-mentoring is 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.</p> <p>The 2023 EPQ cohort is a good size, with numbers holding up well during the autumn term.</p> <p>Form Prefects and Student Advisors to complete 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	
	<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>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 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><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>QATL records evidence quality of teaching is strong and has been validated externally (SIP and 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>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>QATL data</p> <p>SoL</p> <p>Curriculum plans</p> <p>Internal and external analyses</p> <p>ISDR</p> <p>Destinations</p> <p>Awards and Achievements</p> <p>Extracurricular programme</p> <p>School website</p> <p>Newsletters</p> <p>Chronicles of Ermysteds</p>	<p>Full QATL process re-established.</p> <p>Year 14 students supported with their post-18 options, including deferred UCAS applications.</p> <p>Work to be done to modify the Form tutor programme.</p> <p>Outcomes in 2022 to be analysed and action points drafted.</p> <p>Relaunch the volunteering programme and introduce new Sixth Form options such as Sport Prefects.</p>