

TGGS

**SEF**

# **School Evaluation Form**

January 2018

## SECTION 1 SCHOOL CONTEXT

TGGS is an oversubscribed girls' 11-18 selective Academy. Over the years the school has embraced a number of national initiatives in order to improve the education of its students. It became a Foundation school in 2001, a Humanities Specialist school in 2004 (re-designated in 2008), a Trust school in 2009 and in February 2011 it was one of the first schools in the country to become a convertor Academy. The last Ofsted inspection, in September 2011, rated the school outstanding.

NOR = 935

Y7 PAN = 150 entry into Y7 2017

Sixth Form 244

Over-subscribed -293 applicants for 150 places in 2017

The population of staff and students is stable.

Students are selected by examination. Y11 in 2016 had on entry a KS2 average points score of 32.4 which is in the bottom 40% of selective schools. Despite this the achievement at GCSE and A level was in the top 25% of selective schools (33<sup>rd</sup> in Sunday Times top 250 state schools) and this was achieved through a Progress 8 score of 0.5 and a Level 3 VA score of 0.27.

2017 ALPS scores for both GCSE and A Level put us in the top 10% of providers for value added with a provisional P8 of 0.41 & Level 3 VA of 0.23

Torbay is a mixed area of affluence and deprivation with a seasonal economy and low average wages by national standards. The students come from the full range of socio-economic backgrounds,

Ethnicity: White British 87%. Small numbers from range of other ethnic groups including Black African, Black Caribbean, Asian and Chinese. No major disparity in achievement in different groups. 7.5% pupils with EAL, including some in early stages, who through our support are able to thrive. Pupil premium ????

The 937 students come from up to 80 different primary schools annually in Torbay, Devon and up to a 30 mile radius, a third coming from the Exeter area. The Sixth Form attracts around a further 30+ students from local Secondary schools.

Achievement is consistently high and despite the national trend of grade deflation, and the removal of modules over the past few years, TGGS has maintained its position as one of the top achieving state girl's schools nationally. All progress measures are significantly positive.

Sixth Form: attainment on entry well above national average for own students (evidence: Year 11 examination results); average/above average those joining from other schools. Entry requirements: 6 A\*-B/7,8,9, including Mathematics and English. Retention is very good (95%) before proceeding overwhelmingly to higher education/gap year. 97% of girls got into their first or second choice university in 2017.

The Sixth Form offers 20 A level subjects. In the context of highly competitive Sixth Form provision in the local area, the Sixth Form has a high intake into Year 12 with, on average, over 80% of Year 11 remaining in the school and 30+ students joining the Sixth Form from other schools.

The schools celebrated its centenary in April 2015 and its three aims of academic achievement, personal development and contribution to the community and have permeated all that has been done over the past 100 years. The vision for the next hundred years is set out in the seven year development plan (TGGS 14-21) and is based upon on developing our 8 Learning skills, outlined in our **Learning Compass**, which will equip the girls for the future, whatever path they choose to take.

To further improve our girl's education we have recently developed the following activities;

- **Leadership.** We have focussed heavily on developing our girl's leadership skills and this has included inspirational talks from successful business women, breakfast meetings, networking events, sessions with the Royal Marines and the Britannica Royal Naval College as well as providing many opportunities for our girls to lead.
- **Mental Health.** In response to the national rise in mental health issues experienced by teenagers we have developed a mental health strategy that focussed both on prevention and support. The corner stone of our strategy is based upon our 'Well Beings' programme designed to help our girls become physically and mentally fit. It includes a wide range activities including development of coping strategies, mindfulness and giving them the skills to work independently. Recent additions to the programme include dog therapy, retro Thursday (a phone free games club) and in association with Oxford University a sleep studies programme. The development of our House Culture & Trip calendar provides many opportunities, to relieve the pressure of academic studies.
- **Overseas Universities.** We have developed our expertise in applications to Universities abroad which culminated in offers from American Universities with one of our students securing the top US scholarship (Moorhead-Cain) worth £400,000 and this year another £280,000 scholarship
- **Teaching.** Our teaching is based upon a TGGs teaching framework and the 8 Learning skills. Our current 3 year plan is based on developing 1. a growth mind-set and 2 intervention strategies and is run by a dedicated Deputy Head.
- **STEM.** To counter the national trend of fewer girls taking up stem subjects we appointed a STEM co-ordinator who organised an extensive programme of STEM related activities. We aim to be the regional centre for girls taking STEM subjects and in 2016 45% of our girls pursued STEM subjects at University. In 2017 it was 44%.

The school is outward looking and seeks effective collaboration.

#### **Locally and regionally;**

- **Admissions.** We have appointed a dedicated Primary Liason Officer dedicated to supporting able students and staff in local Primary Schools. We have encouraged students to apply to our school from a range of socio-economic backgrounds for example putting on 3 outreach days outreach day for schools in the most deprived areas of Torquay involving 250 students. We attend Primary school Parents evenings and have run admission test familiarisation sessions. Our website hosts an online book club, subject resources and information for Primary schools.
- **SWAT.** We are a founding member of the South West Academic Trust (SWAT), a Trust of 12 high performing South Coast schools and Exeter University. This provides high level collaboration, excellent specialist INSET and sharing of good practice at all levels for staff students, governors and associated schools. Through local networks and our annual conference we provide support to many other schools in the region.
- **TEN TIPS.** Students and parents from local secondary schools attended our session on how best to learn.
- **Conferences.** We have put on a range of conferences aimed at developing expertise locally and regionally. Our 6<sup>th</sup> form teaching conference attracted delegates from 48 schools and our Medicine/Law/Psychology/Business and STEM conferences saw over 300 students attend from 21 local secondary schools. Our recent INSET day on Growth Mindset was attended by delegates from 25 other schools.

#### **Nationally and Internationally;**

We have been awarded international school status for a number of projects we are involved with;

- **Imprezza.** We have a longstanding relationship with Imprezza, a school for orphans in Kenya, set up by one of our former students. This involves financing the school through significant fundraising, teacher exchanges,

sponsorship of individual Kenyan students and visits to Kenya by our girls. A related Comenius project has involved our staff and the staff of 3 local primary schools.

- **Seismology.** We have recently been awarded a Erasmus grant to develop the teaching of Seismology in schools in Europe along with partner schools in Leeds, Naples and Nice.
- **Skype Links.** As part of Tony Blairs 'Face to Faith ' initiative we have developed Skype links with schools in India and Spain and pupils have been involved in debates around ethical and moral issues girls.
- **European Science Olympiad.** We were the first UK school to enter the International Earth Science Olympiad in Nice 2017 where our girls won an Individual Bronze and a team Gold.

## Curriculum

Our curriculum is designed to realise our school aims of academic achievement, personal development and contribution to the community

- 1) **Academic.** The girls now take compulsory 9 subjects as part of our strategy to maintain mental health and allow time for the development of our other two aims. All the girls can achieve the EBacc (91% did in 2016)
- 2) **Y7 Enrichment award.** To enhance our aim of creating well rounded individuals the girls complete an enrichment award that encourages them to participate and commit to the extensive programme of opportunities beyond the academic curriculum. The aim is for them to;

Get involved; Stay Healthy; Help others and to develop a Passion.

- 3) **AQA Baccaureate (the AQABacc)** Many of the Sixth form take this Baccaureate award which along with A levels includes a requirement to complete enrichment activities, Critical thinking AS and the Extended Project, a 4000 word extended project the results for which are amongst the top in the country.
- 4) **We offer an exceptional programme of trips and visits.** Over the last two years the school organised over 160 trips and activities. This has included foreign trips to; Mongolia, Kenya, Cuba, India, Iceland, New York, Berlin, Hong Kong, Auschwitz, Water sports in Spain, Skiing in Italy, Brittany, Rhineland, French and German Exchanges, Battlefields trip. New for 2018 is a Spring Y11 residential to help the girls develop the right mind-set for exams as well as providing a much needed break from the pressure.
- 5) **Advocacy.** The development of Advocacy projects where students must champion a worthy cause through posters, blogs, presentations and by interacting with the public is engaging the students in the world beyond school.
- 6) **Literacy.** We have a novel whole school approach to literacy called 'Grammar just got Greater '. Aimed at both staff and students it involves literacy theme delivered via innovative high quality video bursts followed by tutor sessions and posters.
- 7) **LGBT.** We embrace equality and our large(60 +) LGBT group gives our girls a safe place and the support to feel comfortable at school.

**Alumnae.** We have had significant 'high brow' success with Old Girls being awarded MBEs, BAFTAs and the like but we have also achieved significant 'lower brow' success recently with old girls appearing in Emmerdale, the X-factor, Love Island, The Only Way is Essex and Made in Chelsea. Ex-student Georgia (Toff) Toffolo won 'I'm a Celebrity, Get Me Out of Here' in 2017.

## Overall effectiveness: the quality of education provided in the school

As we have further developed many aspects of our delivery since our last inspection we believe we continue to be **Outstanding**

## Sources of Evidence

The following documents are available to support an evaluation of the school.

### Annual Documents

- September Data package
- Class Evaluation Forms (CEFs)
- Department Evaluation Forms (DEFs)
- School Development Plan (14-21)
- SEF (2017)
- Keele On-line stakeholder survey (2014)
- School stakeholder survey 2017
- Well Beings Map 2017
- Website

### Other Documents

- School Vision 'How best to prepare our girls for the future'
- Teaching Audit
- Work Scrutiny results
- Classroom Observations
- Teaching and Learning framework
- The Learning Compass
- Class Intervention Maps

## **SECTION 2 OUTCOMES FOR PUPILS DH for DATA NS/JGY for overview**

### Headline figures

#### **2017**

GCSE A\*/A (7,8,9) = 63% Progress 8 = +0.41 English 0.83 Maths 0.37 Disadvantage 0.11

ALPS T score 2 (top 10% of providers for VA)

A2 A\*AB = 77% ALPS one year T score = 2 & 3 year T score = 2 (top 10% of providers for VA)

Academic Level 3 VA = +0.23

#### **2016**

GCSE A\*/A = 73% Progress 8 = 0.5 English = 0.71 Maths = 0.42 Disadvantage=0.47

ALPS T score 2 (top 10% of providers for VA)

AS AB = 54% ALPS one year T score = 4 & 3 year T score = 3 (top 25% of providers for VA)

A2 A\*AB = 82% ALPS one year T score = 2 & 3 year T score = 3 (top 25% of providers for VA)

Academic Level 3 VA = +0.27

#### **2015**

GCSE Progress 8 = 0.44 English = 0.64 maths 0.42 Disadvantage = 0.65

Both the Regional Schools Commissioner and School's minister have written personally, on behalf of the government, to congratulate us on our 2016 value added score which was one of the highest in the South West and in the top 5% nationally.

### **2017 results**

Both raw results and value added results confirm TGGs as one of the highest attaining schools in the country, as indicated by league and performance tables. Where figures in brackets given these relate to previous years, most recent first.

### **GCSE**

Our Judgement: Attainment is significantly above national average

At GCSE in 2017 99.2% of the 125 girls in Year 11 gained the minimum standard of 5 A\*-C (9-4) including English and Maths. More importantly for TGGs over 63% (73,64,69,72,) of exams were passed at either A\* or A with 63%(74,67,78,79,) of students gaining at least 5A\*/A grades and 46 girls gaining at least 8 A\*/A. These results continue the high level of achievement seen over the last decade. The proportion of A\* grades was 29.4% (32, 25.7, 29.6, 29.2).

Only 2% of entries were below D(3) grade. The students achieving these had intervention programmes in place due to known issues. For example the only girl not to achieve 5A\*-C (9-4) had significant medical issues with associated prolonged absence.

The Attainment 8 remains very high at 68.8(69.12)

73% achieved English Bacc standard (91, 90, 93).

Pupil progress is above/well above average

The **Progress 8** score for 2015 was 0.41, 2016 was 0.5 and 2017 was 0.41 indicating our girls do significantly better (half a grade) than girls with similar prior attainment elsewhere.

## Groups

	2016					2017				
	No	P8	Eng	Maths	A8	No	P8	Eng	Maths	A8
Disadvantaged (Pupil premium) 7.6%	6	0.47	0.48	0.57	73.00	9	0.14	1.30	0.22	62.83
SEND (EHC)	0	-	-	-	-	1	-0.54	-0.09	-1.00	62.50
SEND support	14	0.54	0.78	0.58	68.75	23	0.16	1.20	-0.03	66.38
EAL	5	0.45	0.71	0.61	75.40	4	0.47	1.34	0.51	66.50

### Issues arising and actions

- We have a significant programme of intervention for our PP students and the PP funding supports our AHOY who are heavily involved in this.☑
- Peer mentoring through the school Hub scheme;
- Personal mentoring by Assistant Head of Year, School Counsellor, Attendance officer, members of SEND team etc;
- Homework support;
- Attendance at subject clinics;
- Provision of revision guides and other specialist study materials;
- Specific software such as Unifrog;
- Careers interviews;
- Transition meetings.
- One-to-one support in Maths for Year 11 students.

Students at Key Stage 5 are given the opportunity for Higher Education Access Interviews covering issues such as aspiration, work experience opportunities and other issues relating to access to Higher Education

## A LEVEL

Our Judgement: Attainment = significantly above national average

The school benefits from a post-16 cohort with a higher than average prior attainment at Level 2. Those students completing their Level 2 studies at the school are joined by approximately 30-40 students from other schools in Year 12. Post-16 attainment is high. At A level, attainment continues to be at the highest level, well above national average. In particular the % of A\*A&B grades at 76 % (82, 74, 75, 78). A significant proportion of students gain A\*grades – 14.2%(17.6%, 12.3%, 14.7, 11.7,).

\* A-E grades have been above 99% for the past 6 years

\* A\*/A outcomes – 41% (51%, 42.4%)

\* 28% students gained 3 or more A\*/A grades

Average point score per A level entry was 40.3 which was equivalent to 241 in previous grading (239.0 244.2, 243.1)

*Average point score per A level entry expressed as a grade was B (B+ B)*

*Average point score per A level student (full-time equivalent) tbc (964,969, 969)*

*% of A level students achieving at least 3 A levels at A\*-E 93 (98, 98, 100)*

*% of A level students achieving at least 2 A levels at A\*-E 98(100,100, 100)*

*% of A level students achieving 3 A levels at grades AAB or higher (in at least 2 facilitating subjects) 30 (30,31,28, 28)*

97% of students applying to HE got their first or second place choices (100, 92,98, 100,) 7 students have Oxbridge places, 7 medical, 2 veterinary. 44% started STEM related courses. These results continue the high level of achievement seen over the last 6 years. TGGs was ranked the 31<sup>st</sup> highest performing state school in national 'league tables' for A level performance in 2016.

Our judgement: Progress = top 10% of schools
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Value added score 2017 =0.23 (0.27 0.05, 0.09,) for all qualifications (A2, AS and Extended Project).

Extensive use made of ALPS data both with staff and students. In 2017, 9/18 (12/20) subjects had an ALPs score of 3 or higher (top 25% of schools for Value added)

The one year T-score for 2017 was 2.33 (ALPS Grade 2) indicating outstanding overall performance comparable with top 10% nationally.

The 3 year T score 2015-2017 was 3.00 (ALPS Grade 2) indicating excellent overall progress performance comparable with top 10% nationally.

#### **Sources of Evidence;**

- Data Grid
- Raise On-line
- Level 3 Value Added Summary report
- DfE Performance tables
- DfE Progress 8 data
- Ofsted School data dashboard
- September data package and S bend data (in school)
- Telegraph and Times league tables
- ALPS data
- Pupil Premium strategy

### **SECTION 3 QUALITY OF TEACHING, LEARNING & ASSESSMENT JGY (1&2)**

**Our Judgement:** Outstanding

All teaching is driven by the agreed **TGGs Learning Framework** which clearly outlines the **teacher responsibilities** which will lead to our **5 characteristics of excellent learning**. These in turn will facilitate the development of our **8 learning skills** which we believe best prepare our girls for future education and careers.

Teaching and Learning is monitored in a variety of ways including;

1.Data

2.Observations of teaching and work.

This is achieved through a combination of activities which include;

- Department & class evaluation



- A classroom observation cycle for HOD's and SLT. Allows constant insight into lessons for all teachers and includes work sampling.
- Class intervention maps (CIMs)
- Peer observation for teaching staff to observe good practice
- Demonstrations of good practice, at INSET, department meetings and SAS meetings
- Our Showcase and Support meetings (SAS)
- Use of external consultants (Two Grammar school Headteachers) to observe lessons and analyse department teaching and INSET provision by Local Authority SEND expert.
- Student voice –students are regularly asked to provide electronic feedback on learning.
- Parental surveys (Keele) Extensive survey of stakeholder views
- Parents' forum
- Achievement data
- Performance management lesson observations

Analysis of this evidence reveals that teaching is consistently good or better. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and the most able, achieve highly and make rapid and sustained progress.

Departments and individual teachers where these key features of our Learning Framework are less well developed are clearly known by SLT and actions have been put in place to bring about improvement, including:

- robust use of performance management to identify areas for enhanced intervention
- regular drop ins by SLT and HoD
- Use of external consultants to advise working at department level e.g. work with Science Department to raise standards at A level
- Designation of an Academic Deputy head with a T&L brief to signpost resources and provide appropriate INSET
- Liaison with top performing SWAT departments and use of their SOW
- Use of Good to outstanding course

All departments benefited from our INSET programme which included staff led workshops, investigations and sharing of resources on;

- Feedback
- Differentiation
- Talk less teaching
- Flipped learning
- APPS for education

## **Technology**

There is increasing use of the VLE to promote more independent learning. This has had a positive impact from both staff and students. The girls use the VLE to access further reading resources and to undertake activities that extend and challenge their learning. Good practice is seen in ICT, Science and Geography - this is being shared with staff and through CPD sessions led by colleagues.

There is a structured procurement plan to develop our ICT resources which recently included the creation of another ICT suite. Increasing use of mobile technologies has been assisted by the procurement of 60 tablets for the study centre as well as departmental sets and there is increased use of mobiles particularly in languages and Business studies. All Year 12 in 2016 received a windows tablet.

Extensive review and planning has taken place recently on the best use and type of digital learning platform

Eg Edmodo

### **Learning Skills**

The development of Learning Skills is both through subject lessons and a structured programme of lessons in Y8 & 9. Our change in curriculum now gives Year 10 the chance to develop independent learning skills during their study periods as well as a greater focus on mental health, spiritual, social and cultural development. This is greatly enhanced through our 3 challenge days, our full programme of House activities and our extensive range of trips.

### **The use of Assessment to support learning**

Previously judged good we believe we have developed this into outstanding.

The Assessment policy has an ALPS target of 3 or above as the aspiration (top 25% for progress) and new cross-school Key Assessed Work allows us to monitor all girls' progress effectively against them with consequent intervention as necessary. High global expectation of A\*/A grades (7+) across the board but feedback is focussed on how to improve.

Assessment procedures reviewed 2015/16 with robust new Policy introduced in 2016/17 – This includes Formative assessment based on Attitude to Learning and attainment grades awarded in subjects against agreed criteria. Learners are aware of their current attainment and understand how to improve further through system of Key assessments where staff focus on detailed feedback.(green and purple pen system)

Assessment for Learning (AFL) is closely integrated into learning across all subjects. We are developing a robust set of resources to support learning skill targets identified for students.

The recent whole school Key Assessment policy is ensuring that all subjects produce detailed feedback as good as our best. Work sampling indicates much improved marking and feedback to pupils, and the impact this makes on their subsequent work is evident. Departmental exemplars have been discussed by all teachers within faculties at INSET.

Class intervention maps highlight our groups of students (PP, SEN etc) and outline specific intervention strategies.

Extensive INSET given with regards to AFL questioning based on DFE Toolkit with the result that teachers questioning improves the quality of learning.

### **Pupils with SEND**

are identified, (SEND register) and staff are able to differentiate level of support given. Each pupil on the register has set targets as part of the whole school target setting process, with impact that they now perform at least as well as other girls. SEND department EHC plans recognised by LA as model of good practice.

Intervention is based on motto 'No deviation without Intervention' and includes;

Teacher lunchtime clinics, The Hub (a student based academic mentoring programme,) organisational assistance through Assistant Heads of Year, TEN TIPs sessions on how best to learn, STUDY PLUS revision master classes, one to one mentoring programme by senior teachers. A comprehensive praise system to reward and acknowledge progress and attainment. A growth mind-set attitude to achievement.

At TGGs, 85% (81%) of parents responding to the Keele survey agree that standards of teaching in the school are high in most cases. 71% (57%) think that the teachers keep good control in the classroom. 75% agree that the

teachers praise and encourage the pupils, and 98% (91%) agree that teachers expect the pupils to work hard. 84% (78%) agree that most teachers are respected by the pupils.

At TGGs, 96% (96%) of respondents feel that their child is well cared for at school. 81% (73%) think that discipline in the school is about right.

(brackets indicate national comparison)

### **Sources of Evidence**

Teaching Framework and Learning Compass

SAS Files

Assessment Policy

SEN register

KEY Assessed Work

Class Intervention Maps

Keele survey

## **SECTION 4 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE.**

**Our Judgment:** Outstanding

### **THE EFFECTIVENESS OF SAFEGUARDING PROCEDURES**

The school's safeguarding and child protection arrangements are in line with national and local guidelines and the school reviews its safeguarding procedures annually through both the Torbay and the Devon evaluation systems.

In December 2017 the Torbay Children's Safeguarding Board fully audited our provision including a visit to the school and deemed our policy and procedures to be in line with best practice.

Safeguarding is a standing item on Governors agenda and there is a highly qualified lead governor for safeguarding and child protection. Headteacher, members of SLT and nominated governors have completed Safe Recruitment Training and these principles are applied in all appointments. The single central record is up to date up to date. All new staff and receive safeguarding training as part of their induction and we have introduced a licence system for casual workers and volunteers.

Whole school staff training takes place annually and includes all elements of safeguarding with a particular recent emphasis on e-safety.

Two senior members of staff have completed the CPO training and the DSL (previously Deputy Head) is skilled and experienced in all aspects of child protection and this is her sole role. She is ably supported by experienced pastoral team. Records are rigorously completed and safely stored. We have recently appointed the former area specialist Child Protection Nurse as an Assistant Head of Year.

TGGs has responded appropriately to anti-radicalisation issues via appropriate training for key and all staff & governors. Assemblies and curriculum for students.

Fundamental British values SLT These are heralded through a variety of activities including Head-Girl team elections, charity events, debate club, the great debate fortnightly question, assemblies, full and extended mini-projects, Citizenship and RE programmes.

We have entered into a 'Safer Schools partnership' with the Local Policing Team which involves regular liaison with key Police staff and their team delivering sessions to our student on topics like sexting and abuse.

Safety issues in Science laboratories, Technology work rooms and other practical subjects are emphasised and guidance adhered to so that level of accidents is low.

Risk assessments are completed before potentially hazardous activities are undertaken, both in school and before school trips. Residential and hazardous trips are assessed through the excellent Evolve system run by Devon Local Authority and DH and support staff involved have had training in Educational Visits Coordination. Many staff have undertaken First Aid training and the Mini-bus drivers course.

Site safety has been a focus of recent development with an increase in CCTV coverage of entrances and exits, increased fencing, a reduction in entrances and a successful campaign to close a public footpath across the school site and the employment of a security firm. All of which have enhanced the safety of pupils and reduced incidents of intrusion. Recent introduction of a visitor information leaflet for all visitors highlights main safeguarding issues.

Our anti-bullying policy has been extensively consulted upon with all stakeholders and presented to students in thorough and structure way. Where it occurs Bullying is prompt action is taken, in close cooperation with parents, to resolve incidents. Pastoral staff key in ensuring fallings out do not escalate. Racist/prejudice-based incidents are virtually absent and extensive Citizenship, RE, PSHE and assembly programmes help students to formulate inclusive and equitable views. Recent focus have been on anti-homophobic bullying. No reported incidents.

In 2015 we introduced a '**Well beings**' strategy to counter the national increase in stress related illnesses. This mix of whole school strategies, curriculum, activities and ethos is designed to keep or girls mentally and physically fit. There is an extensive and varied programme of activities which include our deep rooted house culture, mental health, leadership, PSHE and careers.

## **PUPILS' BEHAVIOUR**

The behaviour of pupils in lessons and around the school is outstanding.

This reflects the emphasis on good discipline and an orderly community through positive behaviour policy (jointly created with students.) Rewards (stickers, certificates, letters, badges prizes) and recognition for effort/contribution as well as achievement encourages co-operation. This is supported by teaching and learning which engages and stretches pupils. As the vast majority of students are engaged, work hard, want to do well and do well, incidents of poor behaviour are rare as evidenced by lack of exclusions, low number of seclusions and small numbers in detention.

Pupils behaviour is also exemplary when representing the school elsewhere as evidenced by significant number of letters from the public remarking on their excellent behaviour.

Policy of school keeping those at risk of disaffection 'on board' by use of mentoring by senior leaders and Assistant Heads of Year, close liaison with parents and activities like 'Freed up Friday.' Particularly effective with group of Year 11 pupils last year in danger of not getting 5 GCSEs inc M&E

Pupils enjoy school as seen for example in:

- High standards of behaviour observed around the school and very low exclusion/seclusion rate
- High levels of pupil engagement both in and outside of lessons e.g. extracurricular activities, school council, sport, music, drama, leadership course
- Real sense of pride in belonging to House and school as seen in willingness to take on posts of responsibility and involvement in house activities
- Above average attendance figures
- High retention rate into Sixth Form.

Pupils are not only able to take responsibility for their own behaviour but they make an exceptional contribution to a safe, positive learning environment as seen in their involvement in the House system and willingness to support/report other girls with problems.

Pupil attendance is above the national average and in 2<sup>nd</sup> quintile when compared with all schools

There is a small number of persistent absence due to long term illness. Extensive programme of support in place for these students boosted recently by introduction of Assistant Heads of Year. Highly effective as seen in GCSE results achieved. Recent extension of counsellor hours & engagement of CBT specialist.

We work closely with the Education Social Work Service (ESWS) and parents in cases of persistent absence concerns. Permission for holiday absence given in accordance with Government policy on attendance.

Attendance rates are generally very high though because pupils enjoy school. This is reflected in their work, behaviour and commitment to extra-curricular activities.

### **Sources of Evidence**

- Governors minutes (safeguarding)
- Single Central Record
- Torbay Children's Safeguarding Board evaluation
- Inset notes
- Evolve data
- Detention record
- Attendance data
- Well Beings Map

## **SECTION 5 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**

**Our Judgement:** Outstanding

Our ambition to become an even more 'outstanding' is clearly known and shared with pupils and staff. The **SDP 14-21** sets out clear vision for what we want to do to achieve this and is a reaffirmation of the aims of the school after 100 years of success. Developments in recent years are a clear indicator of successfully putting ambition into practice and augurs well for future developments;

- Being one of the very first schools to benefit from the autonomy of becoming a convertor Academy
- Major improvements to accommodation; Performing Arts Centre, Sixth Form Centre, Sports Hall, lecture theatre, refurbished Science labs, Exam Hall, Sixth Form café, Archive, Amphitheatre and vestibule.
- Formation of the South West Academic Trust as a means of sharing good practice and learning from other higher performing schools – particular impact of this partnership has been for us to sharpen our game.
- Becoming a regional centre for student careers conferences & applications to Universities abroad
- Desire to improve performance at GCSE and A level further
- Broader curriculum and greater choice and flexibility at GCSE and A level
- Focus on developing girl's leadership.
- The desire to be the regional centre for girls taking STEM subjects
- Introduction of Well Beings programme

Expectations of the students are high; academically through global expectation of A\*/A grades and in personal development through an expectation to participate in a range of activities anchored by the Enrichment Award at KS3 and AQA Baccalaureate at Sixth Form.

Leadership capacity has been developed by an internal leadership programme, the participation of staff in leadership CPD eg NPQSL and Aspiring Heads Programme along with the provision of annual temporary leadership/TLR3 positions. The newly appointed Deputy Head, SENDCO, Assessment Manager and the Timetabler benefitted from these systems..

In 2017 a distributed leadership model was implemented with 7 'Leaders of Teaching and Learning' (LTL's) in place along with opportunities for 'Developing Leaders.'

The Academic Deputy ran a Middle leader course for local secondary schools which in 2015 involved 12 external teachers. He also runs a Good to Outstanding teaching course.

SLT complemented by effective middle leaders able to appreciate 'big picture' and have willingly taken on issues of accountability and effective monitoring of teaching and learning. Robust programme of self-review throughout the year in place, including regular Head of Faculty/HoDs meetings that culminate in end of year SAS meeting.

These 'Support and Showcase' meetings highlight good practice for sharing and areas that require support.

Performance management system fully in place for all teaching staff, which leads to annual formal lesson observation by line manager, target setting and review and mid-term review. Rigorous review takes place progression not automatic and depends on successful PM. Headteacher's targets set by Governors advised by SIP - all targets met. Performance management system for support staff also in place.

Self-evaluation is based on the Ofsted framework for Inspection and synthesised from; formal PM, SAS meetings, SIP advice, Keele stakeholder survey involving staff, parents, pupils and Governors, Parents Evening feedback forms, Parents forum, the School council, Faculty forums as well as assessment data. There are 11 methods by which staff can contribute to consultation. In 2015 we introduced nurture meetings for teaching staff and Y11 students where in an informal setting we are able to gather their views. In 2017 we introduced an annual digital stakeholder survey.

Middle leaders provide effective role models for ITT students and NQTs. An increasing feature of CPD is sharing of good practice amongst colleagues, facilitated by flexible use of INSET days/evenings. As are the benefits of SWAT for shared INSET, HODs meetings and sharing of resources; eg Chemistry SOW.

The curriculum is rigorously managed to ensure we achieve our aims of academic excellence, personal development and contribution to community. There is a broad and balanced subject curriculum offer at all Key stages.

In September 2015 the girls reduced to 9 GCSE's in a effort to reduce stress, improve quality and provide time for, amongst other things, learning skills development such as independent learning. Over 90% take an Ebacc combination of subjects with a language and humanity (including RE) compulsory.

Since the last inspection we have broadened our curriculum by adding Drama at KS3, GCSE Computing, GCSE Geology and A level PE (at student request) and Politics. The majority of students do the Extended project and AQA Baccalaureate.

Non subject based programme of development is extensive, including challenge days, fun calendar, House activities, lectures and debates, careers programme, enrichment and a fantastic array of trips and visits.

Careers programme is run by Head of careers and supported by independent careers advisor. Coherent programme from Y7 to Y13 recent developments include Careers networking event and STEM days. Use of Unifrog web support has greatly enhanced of guidance and delivery.

There are specific and extensive programmes for careers in Medicine, Law, Teaching and Oxbridge application and leadership. Including many opportunities to lead, as form reps, ambassadors, school council, KS3 & KS4 leaders, prefects, Hub team Head girl and House teams.

Innovative whole school literacy project 'Grammar just got Greater' is improving the grammar of staff and students.

The success of these diverse methods of promoting students' personal and social development can be related to their success in their applications post-18. Every year over 97% of students applying to HE get their first or second place choices.

Parents are actively involved in their daughter's development as seen by high attendance at Parents' Evenings and other school events such as concerts, Prize afternoons, the parents forum, the PTA. Excellent involvement in careers related conferences as speakers and on the Governing body. From 2015 the Heads of Upper and lower school offered half termly parent clinic to all parents.

Governing Body active support and encouragement in moving school forward and driving up standards and holding to account. They are very experienced and have a range of relevant talents and skills. The Chair is a National Leader of School Governance. (NLG.) Governors have clear picture of strengths and weaknesses of school both from SLT & SEF, from the use of external consultants and regular presentations at governors about all areas of the curriculum. Recent canvassing of the parent body for new governors based on skills was extremely productive.

They both suggest developments (use of Sports Hall to generate money, Erasmus projects ) as well as challenge policy (reduction to 9 GCSE's & target setting.) They provide an input into the SEF. There is good representation and input at our annual school development day in Dartington.

They know the school as they are in regularly. They have recently experienced 'back to school sessions' where they participate in lessons across the curriculum and engaged in Learning Walks.

The arrangement of monthly full governors and sub committees ensures all are involved in challenge and decision making. In 2015 the introduction of a governors challenge session helped ensure Head and leaders are held to account. Finance committee reports to FGB on a cyclical basis. This ensures that up until now we have been solvent and that we have a strategy to cope with financial cuts.

Governors committed to the success of the school as seen in their vision to give go ahead to extensive building programme, to become an Academy and join the South West Academic Trust. Impact of their actions seen in improved facilities and raising of standards.

### **Sources of Evidence**

SDP 14-21

SAS Meeting Files

Keele Survey

Faculty Forum minutes

Governors' minutes

Curriculum model