

Grey Court School Self Evaluation Form

School Improvement Priorities for 2023-2024

To maintain a high expectation and success culture.

To ensure that our curriculum is aspirational and inspirational for all, including SEND

To develop a sustainable and high quality distributive leadership.

To promote a culture of collaboration, life-long learning and educational progression

To maintain an outstanding post 16 provision.

Overall Effectiveness: Outstanding

- We judge the quality of education to be outstanding.
- We judge all key areas to be outstanding and believe we offer an exceptional level of education.

The Quality of Education: Outstanding

- We have a broad and balanced, aspirational and inspirational curriculum designed to meet the needs of all learners irrespective of starting point. Our rich and varied provision ensures that students are fully supported on their journey to adulthood.
- Our curriculum has led to consistently outstanding outcomes over time.
- Our remote learning curriculum supplements face-to-face lessons and allows students to maintain their learning even if they are not in school.
- Our systems allowed the school to teach live lessons from day 1 of the first lockdown in March 2020. Our parents were overwhelmingly satisfied with the educational provision throughout the pandemic.

Behaviour and Attitudes: Outstanding

- Attendance is well above the national average for all groups of learners.
- Exclusions are well below the national average.
- Attendance and persistent absenteeism for disadvantaged students has improved significantly since the previous inspection.
- Restorative practice is used throughout the school to create a safe and trusting environment where relationships are positive and behaviour across the school is respectful.

Personal Development: Outstanding

- The school places a high focus on personal development through our whole school approach to emotional health and wellbeing, which incorporates relationship, sex and health education through the PDW programme and enrichment curriculum and through our student support.
- There is a strong take up of our extra-curricular and activities programmes, including for the most disadvantaged and those with SEND.
- There is a strong emphasis placed on equality and diversity to ensure an understanding, appreciation and tolerance of different beliefs and cultures.

Leadership and Management: Outstanding

- Wellbeing and workload issues are reviewed regularly and addressed appropriately.
- Leaders at every level have high expectations and there is a culture of high aspiration and challenge throughout the school.
- Strong leadership has led to consistently outstanding outcomes over time
- Staff know how to recognise safeguarding concerns and are confident to report these as required.

Sixth Form Provision: Outstanding

- The KS5 curriculum is rich in variation and engages all students irrespective of background or starting point. It includes an extensive enrichment programme
- Outcomes for all groups of students at KS5 are significantly above national averages for both attainment and progress.
- The KS5 curriculum is rich in variation and engages all students irrespective of background or starting point.

Attainment Headlines

KS4 Progress 8

	School				National			
	2018	2019	2022	2023	2018	2019	2022	2023
Progress 8	+0.3	+0.52	+0.5	+0.9	-0.02	-0.03	-0.03	-0.03
English Element	+0.25	+0.68	+0.59	+0.90		-0.04	-0.05	-0.04
Mathematics Element	+0.17	+0.34	+0.32	+0.6		-0.02	-0.03	-0.02
EBacc Element	+0.37	+0.52	+0.57	+1		-0.03	-0.04	-0.03
Open Element	+0.35	+0.59	+0.5	+0.9		-0.04	-0.04	-0.04
Attainment 8 Score	56.49	57.05	61.4	62.72	46.5	46.7	48.8	46.2
English Element	11.72	12.2	13	13.1	9.9	9.9	10.4	9.8
Mathematics Element	10.87	10.8	11.7	12	9.0	9.1	9.4	9.1
EBacc Element	16.81	16.6	18.4	18.8	13.4	13.5	14.2	13.6
Open Element	17.09	17.3	18.3	18.7	14.2	14.2	14.7	13.9
Basics [Eng and Maths at 9-4]	81%	80%	91%	89%	64%	65%	69%	65%
Eng Maths 9-5	63%	59%	76%	74%	43%	43%	50%	45%
% entered for EBacc	66%	63%	73%	73%	38%	40%	38.7%	39%
EBacc (APS)	5.19	5.18	5.73		4.12	4.07	4.27	

Disadvantaged Progress 8

	2019	2022	2023
Progress 8	0.00	-0.12	0.15
English Element	+0.37	+0.48	+0.45
Mathematics Element	-0.44	-0.35	-0.16
EBacc Element	-0.26	-0.46	+0.03
Open Element	+0.23	-0.05	+0.36
Attainment 8 Score	45.01	45.6	52.6
English Element	10.52	11.19	11.38
Mathematics Element	7.81	8.56	9.44
EBacc Element	12.1	12.48	14.48
Open Element	14.59	14.32	15.94
Basics [Eng and Maths at 9-4]	52%	71%	73%
% 5 A*- C	58%		69%
% entered for EBacc	42%	47%	47%
% achieving EBacc (* strong pass)	29%	16%	19%
% 9-7 grades	18%	18%	31%
% 9-4 grades	70%	81%	79%

KS5 Headline Figures * *Waiting on National Figures for 2023*

	2023 National	2019	2022	2023
ALPS Grade (T Score)		3	2	2
ALPS T Score		3	2.00	2
% A*-A grades	26%	35%	50%	38%
% A*-B grades	52%	68%	79%	71%
% A*-C grades	75%	90%	92%	90%
APS per entry		40	43.91	40.49
APS per entry as a grade		B	B+	B
% at AAB or higher		24%	34.8%	30%

* based on ALPS client based metrics

Summary Points

Quality of Education	Strengths	Areas for Development
<p>Including cultural capital students' work across the curriculum, achievement across the curriculum including the most disadvantaged and those with SEND Attainment, progress and the quality of learning, for individuals, different groups, particularly SEND students (AHU)</p> <p>Judgement: Outstanding</p>	<ul style="list-style-type: none"> ● The school's curriculum model is ambitious and leaders at all levels work together to achieve the curriculum goals. ● 73% of students entered EBacc at GCSE, including 38% disadvantaged students. ● Disadvantaged students made +0.15 P8 ● Students with SEND have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment. ● students' cultural capital is strategically built over time ● The curriculum supports and develops learning across all key stages. It is rich in variation and engages all students irrespective of background or starting point. ● High expectations, challenge and sequential planning ensures that student work is of high quality and commensurate with ability across all key stages. A Progress 8 of +0.9 was achieved, SEN achieved +0.46 &, EHCP +0.31 ● SEND attainments and progress is consistently above the national average at both KS4/5. ● Disadvantaged students achieve significantly above students nationally. ● Outcomes for all groups of students at both KS4/KS5 are significantly above national averages for both attainment and progress. ● All areas of the curriculum demonstrate strengths in using IT to improve the curriculum provision for students ● From ITT, ECTs, Middle Leaders and Senior leaders, our training provision offers teachers at all levels of their professional development the opportunity to continually reflect and improve on the quality of the teaching skills. 	<ul style="list-style-type: none"> ● To explore links across the curriculum, including, but not limited to reading and mathematics ● To further expand individualised CPD amongst teachers. ● Personalised SEND staff CPD linked to QFT ● To develop and embed further our whole school reading strategy to grow our culture of both academic reading and reading for pleasure ● Oracy: to continue to develop our focus on oracy, within our whole school reading strategy, with a particular focus on the disadvantaged.
<p>Behaviour and attitudes Including behaviour in lessons & around the school,</p>	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> ● Our attendance is well above the National Average for all groups of learners showing all groups of students value their education; this was also high 	<p style="text-align: center;">Areas for Development</p> <ul style="list-style-type: none"> ● To routinely monitor all teaching staff to ensure they are present in corridors when students move

<p>attendance & punctuality, attitudes towards others and their learning, how well protected from bullying, views of students/parents</p> <p>Judgement: Outstanding</p>	<p>during lockdown with 92% online engagement.</p> <ul style="list-style-type: none"> ● Students are self-disciplined; for instance behaviour in lessons, in the playground, the canteen at lunchtime shows impeccable conduct and self-discipline. ● Restorative Approaches are used effectively and all staff are trained. ● The school regularly uses assemblies to address all forms of bullying, including on-line bullying. These issues are also explored within our PDW programme, in KS3 and KS4. ● The pastoral team is able to respond immediately and effectively to rare incidents of bullying using restorative approaches and our anonymous reporting system. 	<p>around the school between lessons and at less formal times</p> <ul style="list-style-type: none"> ● To continue to work on strategies to raise the attendance of disadvantaged students. ● To ensure staff have access to the schools SEND universal offer and effectively use the SEND in a nutshell for adaptive teaching and lesson planning
<p>PERSONAL DEVELOPMENT, Including extra-curricular, PDW, SRE, FBV, how character is built, the protected characteristics, CIAG</p> <p>Judgement: Outstanding</p>	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> ● We are a leading cluster school for the SWL trailblazer programme, with a whole school approach to personal development and wellbeing. This includes students, parents and staff. ● There is a strong programme of enrichment and transition including dedicated wellbeing lessons and activities to develop student's confidence, resilience and how to keep themselves mentally healthy and safe online. ● Our PDW programme is regularly and proactively adapted to both research and student needs. This exceeds all DfE and appropriate body standards. PDW promotes a holistic development in some of the following key areas: <ul style="list-style-type: none"> ○ British Values ○ RSHE ○ Healthy lifestyles ○ Careers ○ Financial Literacy ○ Online safety ● There is a highly successful and varied extra curricular programme so that all students are able to take part. Our enrichment and activity days help to challenge and build resilience and character. 	<p style="text-align: center;">Areas for development</p> <ul style="list-style-type: none"> ● To continue to extend opportunities within our PDW programme to include students at KS5 and the transition to adult life, as well as broadening the provision across the school. ● To ensure all aspects of teaching online safety in schools (DFE June 2019) are covered in the curriculum. ● To create further opportunities throughout the year to promote and celebrate diversity. ● To continue our system of student leadership - this has been launched September 2023

	<ul style="list-style-type: none"> ● We promote an inclusive environment, where all students can thrive and understand that difference is positive and where equality and diversity can be respected. This is supported by staff CPD and PDW. ● The school celebrates success with our termly celebration assemblies, our flourishing house system, prize giving and end of year record of achievement. ● Student voice is highly valued and encourages students to be active participants in their community and other settings. Students express their views through student surveys, the collegium and restorative conferences. They participate in student forums and the mentoring and prefect programme ● There is high quality impartial careers advice. ● There are regular parents workshops and items in the weekly newsletter to inform parents about the best ways to support their children's education and wellbeing, including supporting parents in keeping their children safe online. 	
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<p>LEADERSHIP AND MANAGEMENT All areas including values, policies and practice, inclusive culture, links to community, role of governors, CPD and curriculum, relationships with members of staff, workload and wellbeing and safeguarding</p> <p>Judgement: Outstanding</p>	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> ● All leaders have high expectations and there is a culture of high aspirations and challenges throughout the school. ● The school promotes staff wellbeing through the Staff Wellbeing Committee and provides an employee assistance programme, offering confidential advice and support. There are regular wellbeing opportunities for staff to take part in and end of term staff celebrations and rewards. ● The curriculum and its impact is monitored, evaluated and adapted to ensure it meets the needs, interests and aspirations of the school's diverse community. ● Integrated curriculum financial planning ensures value for money ● Supporting all leaders across the MAT to understand their SEND priorities 	<p style="text-align: center;">Areas for Development</p> <ul style="list-style-type: none"> ● Ensure leadership is distributed at all levels ● Look for opportunities to upskill the leadership team in a variety of roles to enhance succession planning. ● Continue to develop SEND leadership and management across all areas by having focused CPD for leaders at all levels including LSAs, HOF, Pastoral leaders and SLT
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	<ul style="list-style-type: none"> ● Personalised whole-school and voluntary CPD sessions based on school profile and teacher needs. These are continuously evolving to suit our staff. ● As a Training School, we welcome ITT and ECT Teachers from throughout our ECED Trust and provide both school-based and contextual weekly training. ● Safeguarding is paramount. Staff are trained and updated as required. Students are taught personal safety and know to whom they can go if they are concerned about their safety or the safety of others. There is a 'Keep Safe' page in student planners which signposts them to help and advice as needed. ● Leaders take responsibility for maintaining and supporting the quality of online provision in their areas ● We lead the Richmond Wave 4 Trailblazer cluster of sixteen schools and ensure that we share good practice with other local schools to support them to develop a whole school approach to wellbeing and mental health for students, staff and parents. 	
<p>16-19 PROVISION Including adaptive teaching, preparedness for NS, attitudes to learning, respect, promotion of personal development, experiences outside the classroom</p> <p>Judgement: Outstanding</p>	<p style="text-align: center;">Strengths</p> <ul style="list-style-type: none"> ● Outcomes for all groups of students at KS5 are significantly above national averages for both attainment and progress. ● The KS5 curriculum is rich in variation and engages all students irrespective of background or starting point. ● High expectations, challenge and sequential planning ensures that student work is of high quality and commensurate with ability. ● The Sixth Form actively promotes student wellbeing through the Student leadership group, Wednesday enrichment and the PDW programme. ● There is high quality impartial university/apprenticeship and careers advice ● There is an extensive enrichment programme. ● Sixth Form attendance is well above the National Average for all groups of 	<p style="text-align: center;">Areas for development</p> <ul style="list-style-type: none"> ● Continued focus on early Year 13 intervention and raising standards for disadvantaged and SEN students. ● Maintain the standard of the BTEC provision so that outstanding expectations and performance is shared across all BTEC subjects. "Merit" should be the minimum outcome for all BTEC students. ● Widen the range of student leadership responsibilities with a specific focus on the disadvantaged and whole school mentoring programmes. ● Targeted intervention for our most able students to support them in achieving A* ● Continue to review the curriculum in line with changes in the educational landscape and cohort.

	learners whilst students are self-disciplined and fully engaged in the life of the school and wider community.	
OVERALL EFFECTIVENESS	Outstanding	

Quality of Education

We judge the quality of education to be **Outstanding**

Outstanding:

The quality of education provided is exceptional.

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. Subject leaders across the school have developed well-sequenced schemes of work structured around intent, implementation and impact. Our ongoing developments in blended learning enhance the classroom learning experience and allow students to access resources while learning from home.

We have a broad and balanced, aspirational and inspirational curriculum designed to meet the needs of all learners irrespective of starting point. Our curriculum provision ensures that students are fully supported on their journey to adulthood in terms of knowledge acquired and pathways available. Lessons are strategically sequenced and planned to meet these goals and there is continuity across topics and year groups. Classroom teachers are equally aware of the curriculum goals and how individual lessons and groups of lessons link to prior learning and next steps. Classroom teachers have the opportunity to discuss these ideas regularly with their peers and line managers. From the “live” CPD map, leaders, teachers and trainees have the opportunity to attend and deliver training sessions focusing on their specific development needs to continue offering high quality of education

The school’s curriculum model is ambitious and based on ensuring that every student has access to a full range of courses, including vocational courses and Ebacc subjects. In Year 7, students who have not made expected progress in reading or mathematics at KS2 receive small group intervention and/or tutoring. This allows students to improve their numeracy and literacy skills in order that they can access the curriculum. In Year 7 and 8, the vast majority of students will take 2 MFL languages as part of their curriculum; however, for those who find learning a new language difficult, they have a period of literacy and numeracy intervention in place of a second language. In KS4, students who require support in English or mathematics are supported one to one or in pairs during their timetabled lessons once a week. Our 3-year Key Stage 3 allows students to make their option choices at the end of Y9. This enables students to experience the full range of subjects before making decisions about their GCSE choices. Our clear guidance and support means that students have a balanced curriculum at Key Stage. The school has the EBacc at the heart of its curriculum. Modern Foreign Languages are valued highly and students have the opportunity to study 2 out of French, Spanish, Mandarin and German, from Key Stage 3 to Key Stage 5. In 2022, 73% of the cohort was entered for the EBacc at GCSE. 53% of SEND students (compared to 77% non-SEND) and 43% of disadvantaged students (compared to 82% non-disadvantaged) were entered.

We are continuing to develop and embed our whole school reading strategy to grow our culture of both academic reading and reading for pleasure. On induction day, the new Year 7s are given a book to read as part of the Big Read project. The book is chosen by current year 7s. Lessons at the start of year 7 across all subject areas are based on cross curricular themes in the Big Read book for that year. Students in Year 7 and Year 8 enjoy weekly reading lessons and are

encouraged to read for pleasure through our accelerated reader programme. We complement this with subject-related reading ideas generated through the 'faculty focus months' in the library. For Key stage 3 we are involved in a project with the Open University to investigate ways we can further encourage reading for pleasure with links across the curriculum. There is a dedicated tutor time session in both key stage 3 and 4 to develop shared reading experiences. In key stage 5 there is an active reading programme to further develop wider reading and notetaking skills to enhance A level performance and prepare students for the expectations of University research. This is making use of our whole school PRESS model for approaching texts, which we are trialling in a range of departments across the school. The strategy is building on our oracy drive from last academic year and there will be a focus on creating a reading community where students share reading as a social experience through reading conversations and reading aloud.

In order to promote digital literacy within our curriculum we have implemented iDEA, an international award winning programme, that develops digital, enterprise and employability skills. Designed as a digital equivalent of the Duke of Edinburgh Award, students work through online models in order to achieve GOLD, SILVER and BRONZE awards. With a particular focus on Year 10 and Year 12 students (and with bespoke modules completed in Year 11 and Year 13, modules are blended into the PDW schemes. Subjects that students engage with include: digital ethics, Global Goals, Social media ethics, Psychology in web design and working and learning from home. By the end of the academic year 2022-2023, 1,077 students from across four year groups had participated in the project with 9,234 IDEA badges awarded.

All students have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment. Initiatives such as drop down days, themed lessons, activity days, sports celebration evenings, school productions, the Grey Court Oscars and our Gradu8 programme are all designed to give students a range of experiences outside of the classroom which strategically builds their cultural capital over time. Engagement in extracurricular activities is tracked ensuring that all groups have a range of opportunities, including those eligible for the pupil premium grant and those with SEND, to ensure these initiatives are fully inclusive.

The learning in the lessons is complemented by the careers work that takes place each year. This is woven into our PDW programme and wider curriculum activities. All students are given targeted support to understand the wide variety of career opportunities available to them and are aware of their careers entitlements at each Key Stage. Our careers provision is accredited by Investors in Careers. Support and interventions are built into the curriculum to allow students to access learning from qualified teachers without disrupting their learning.

Evidence: curriculum model and options booklets, FIPs, activity days programmes and evaluations, Big Read lesson plans. Accelerated reader progress scores. PDW curriculum map. Investors in Careers re-accreditation. ECED Trust peer-review March 2023. Activity Day programmes.

Impact: Continued strong outcomes at KS4 and KS5 and strong internal tracking data. Lesson observations of ECTs, by the end the summer term 2023 showed that our induction programme develops strong teachers. Investors in Careers Award.

The work given to students, 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.

Our curriculum is carefully mapped against our overall intent. Each faculty has planned their own comprehensive SOW where knowledge is strategically built over time and links are typically made to prior and future knowledge. Updated schemes of work reference blended learning. Curriculum leaders routinely review their SOWs and identify possible areas

for development, which are reflected in the faculty improvement plans and then become a focus for faculty meeting time and collaborative work across the Trust. Our regular staff training sessions allow teachers to plan collaboratively and share outstanding practice, whilst simultaneously supporting those newer to the profession. Teachers at all levels are able to contribute to certain aspects of curriculum development. Subject knowledge is strong across the school, with the vast majority of lessons taught by a subject specialist. In the rare circumstance that a teacher is required to teach outside their specialism, they are supported by heads of faculty to develop and improve their expertise in that area. Lesson visits show that teachers frequently refer to prior knowledge and are aware of what the majority of their students will have learnt in the previous Key Stage. Teachers use a variety of mechanisms to systematically check students' understanding. This flexibility of approach allows us to balance an understanding of students' progress with a manageable staff workload. Our current Teaching and Learning focus is on Oracy, in line with findings which have identified school closure and an absence of oracy education as significantly hampering young peoples' future opportunities. 'Speak like an expert' posters are used in classrooms to promote both independent thinking and develop discussion about the subject matter using subject-specific language.

Every child with SEND has an Individual Education Plan (IEP), detailing key strategies which work for the student in the classroom, therefore removing the burden of unnecessary differentiation. Weekly Teacher Around the Child Meetings provide invaluable opportunities to share strategies used to support individual students thereby enhancing their learning and classroom support. Personalised SEN CPD supports staff training needs and addresses the changing SEN demographics at KS3. Parent Information Evenings and Curriculum Packs for all year groups allow us to share what and how we teach with parents and carers which facilitates working towards our shared goals.

Evidence: Curriculum map, performance review targets, lesson observation analysis, FIPs, TAC schedules, SEN staff skills audit and CPD map, sample of IEPs, curriculum packs, destination information, 'MATSET' Trust Training day, parent survey

Impact: Student/Parent responses overwhelmingly positive, Lesson visits show learners making rapid and sustained progress, Outcomes over 3 year trend. All students at key transition points can access further education and courses linked to their aspirations

Students' work across the curriculum is consistently of a high quality. Our students are ambitious learners who produce work in line with their achievements. Our carefully planned and sequenced lessons enable students to build the skills they need to produce documents pertinent to the subject being taught. For example, reports and conclusions in Science are of an equally high quality to the essays and poetry produced in English. Our marking and feedback policies are subject specific, which strikes a balance between managing staff workload and offering students bespoke 'next step' feedback. By giving more autonomy to middle leaders, we are ensuring that subject teachers are both accountable for the quality of their feedback but also part of the decision making process. As part of our blended learning approach since the pandemic, we have explored alternative methods of giving feedback on student work, for example using rubrics or Mote voice notes on google classroom. Our work review procedure is able to show that students' work is systematically marked in line with each department policy. Students take pride in their work and staff routinely address any misconceptions through feedback and next step starter activities. Student response to 'next steps' is embedded in our practice. Our robust and data-driven work review procedure shows that in autumn 2021, 90% of work and feedback evident in students' books, folders, portfolios and work submitted on google classroom was of a high standard. Where areas of development were identified, Heads of Faculty were able to support and shown examples of good practice in order to improve consistency. The work review from ECTs' classes in their first year, shows that they confidently meet the Teachers Standards in terms of the quality of their marking, feedback and impact on students' progress. Within the ITT and the ECT programmes, training and on-going mentoring sessions ensure that the quality of marking, feedback and impact remains a priority within the quality of teaching and on-going professional development.

Parental surveys also show that parents feel that their children are happy at school (95%), that there is a good range of subjects (97%) and that the school supports their child's wider personal development (86%).

We have modified the number of assessments completed within an academic year to ensure these are more focused and reduce staff workload to a manageable level. Our published data shows that students consistently achieve highly, including the most disadvantaged.

Covid Catch-up Plan / Tutoring (NTP)

The aim of our 'Catch Up' strategy is to ensure that none of our students are 'left behind' and that they are all given the opportunity to receive the additional support needed to 'Catch Up'. We realise that the impact of Covid and lost learning time is still impacting on a small number of students, and so targeted support is needed. The catch up plan has evolved as time has gone on since the pandemic. Fewer students need to drop a subject but instead are having online tutoring afterschool. A select number of students have reduced their timetable by one subject to receive one to one tuition in the core subjects.

Goals:

We maintain a focus on attendance and wellbeing, and those students who are vulnerable. Longer term goals include: improving GCSE performance and maintaining attendance of key individuals.

Strategies:

Year 10 end of year exam data was used to identify anyone who was significantly underperforming in comparison to their target grades, or those unlikely to get a pass grade in English and Maths. A small number of students were identified and tutoring has been provided for them - either face to face during the day, or afterschool. The impact of this will be monitored and new data will be collected after the trial exams. -

Evidence: tutoring schedule, progress data, GCSE results, student satisfaction feedback

Impact: Outcomes remain high, Student and parent satisfaction levels very high.

Students consistently achieve highly, particularly the most disadvantaged. Students with SEND achieve exceptionally well.

In 2019, the last year of GCSE exams progress 8 was +0.5 which indicates that Grey Court students attain on average half a grade more than their peers across their best 8 GCSEs. In 2023 we have significantly improved on our performance in 2019 and achieved results that are significantly above the National average. In 2023 all elements of progress 8 are significantly positive (above +0.9). Students irrespective of starting points achieve highly.

Disadvantaged students achieve results significantly above the National average, a P8 measure of +0.15 and an A8 of 52.5. However the closing of the gap between the progress of disadvantaged and non-disadvantaged pupils remains a whole school priority.

2023 A Level results were very impressive. 52% of all A Level grades were A*-B and 75% were A* - C. This ensured the school achieved ALPS 2 and was one of the most successful comprehensive schools in the country. On average, our disadvantaged students in the cohort achieved an average of two grades higher than they were targeted.

KS4 destinations:

Out of 239 year 11 leavers in 2023, who were surveyed in Sept 2023 (Figures rounded up/down to nearest percentage)

- 132 students - 55% stayed at Grey Court Sixth Form - studying A Levels/BTEC L3s
- 87 students - 36% of leavers went to a college/other school sixth form in this country:
 - Kingston College - 21 students
 - Esher College - 28 students
 - Other colleges - 15 students - ACM (1), Nescot (4), Richmond College (6) SFX (1), Strode's (1), Peter

- Symonds College (1), Hammersmith & West London College (1)
- Other sixth forms - 23 students - Tiffin (5), Hollyfield (4), BRIT school (2), Bishophalt school (1), Hampton Court House (1), Harris Westminster (1), Heathland (1), Kings Maths School (2), King's Wimbledon (2), Orleans Park (1), Richard Challoner (1), St George's Weybridge (1), TKA (1)
- 6 students went on to Sports academies - 3%
 - 1 - QPR football academy, 1 - Chessington (Basketball & Football), 1 - Gordon's (Rugby), 1 - COLA (Basketball), 1 - Chiswick 6th form & Brentford FC and 1 - Harris Academy Falconwood (Football academy)
- 10 students moved abroad - 4%
- 4 students - NEET 2% (Not in employment in education, employment or training) - looking for education opportunities. 3 of these students were on medical tuition in year 10 and 11 but do not have EHCPs and are looking for a remote style of learning. One student is starting a course in January. All students have had follow up meetings with our Careers Adviser and referred to Achieving for Children for specialist support.

Our consistently strong results in mathematics and related subjects show that students understand mathematical processing well and achieve far higher than their peers nationally. Our next area of focus related to this is the development of mathematical links across the curriculum.

Evidence: Curriculum map, teacher effectiveness document, observation analysis, FIPs, TAC schedules, curriculum packs, Teaching and learning surveys per Key Stages would be really useful as evidence.

Impact: Will need to be added once destination data and reading strategy data becomes available.

Behaviour and attitudes

We judge the quality of behaviour and attitudes to be

Outstanding

Behaviour and attitudes are exceptional.

Students 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.

Student to student relationships are very strong. Students contribute to creating the positive school ethos that exists. Restorative approaches are a cornerstone of our policy and it is respected by students and staff. Students, as well as staff, help to develop the wellbeing of others. Grey Court regularly celebrates student success; such as celebration assemblies, a multicultural evening, use of achievement points, postcards home, Jack Petchey achievement award, and special events such as our sport's celebration evening, VPA Oscars and Record of Achievement ceremony. Staff and students deal effectively with any rare incidents of bullying. Strong, embedded systems and structures exist in the school. Our response is usually led through the work of our pastoral team and student support officers and based on restorative approaches. In addition to this we have a range of assemblies to educate about bullying; including our anti-bullying week and a focus on preventing online bullying within our extensive PDW programme. This is celebrated through a wider framework of Diversity/Equality Celebrations, ensuring that our students feel included in our community. The school takes an active role in preventing all types of bullying including those with a racial or homophobic element and including harmful sexual behaviour. This is supplemented by regular staff CPD. Difference is celebrated. The school takes a restorative approach to promote reconciliation and positive relationships between students. The school activity seeks to promote British Values.

Students consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Students make a highly positive, tangible contribution to the life of the school and/or the wider community. Students actively support the wellbeing of other students.

Students' attitude towards learning is outstanding in the overwhelming majority of lessons and where students are working in small groups. Students are confident and self-assured learners who can debate complex issues with sensitivity and passion. Students at Grey Court are proud of their school, acting as school ambassadors, mentors and prefects to take an active role in helping one another and striving to reduce any stigma surrounding mental health and disabilities. Students also represent the school and demonstrate impeccable behaviour on school trips when they are representing the school off site. Attendance levels are currently significantly above the national average data: the DofE reported national figures of attendance at 90.7%, our attendance figure across the academic year was 96.44%, showing we are significantly above the national picture. Where a student struggles to attend, our FSW will implement the Emotional Related School Avoidance programme (ERSA) to encourage the young person to re-engage.

Students behave consistently well, demonstrating high levels of self-control and consistently positive attitudes towards their education. If students struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Student behaviour around the school is impeccable and often shows self-discipline such as the way they manoeuvre in the school canteen during break and lunch. Students have a dedication to their learning and the progress they make and this is evidenced through lesson visits and work scrutiny where students show a clear pride in their work. The school responds swiftly to any incidents of low level disruption; students are able to reflect on their choices and the consequences of their choices as part of a cohesive behaviour policy which is consistently applied. The school's Student Support Centre provides a short term alternative provision for individuals or groups with particular needs to support them to succeed in their education. The impact of this intervention is routinely monitored and success is evident.

The school ensures that all students are safe; all safeguarding needs are met and regularly monitored through CPOMS. Students and the overwhelming majority of parents agree that students feel safe and well cared for. We have a high quality, multi-layered pastoral system which ensures that students know who they can speak to. Our Student Support Officers (SSOs) are non-teaching members of staff and are available throughout the day to deal with any student issues. We recognise that behaviour can be a way of communicating a need, and our universal provision of support involves teachers and SSOs supporting students to be resilient, self managers of their own wellbeing. They learn this through PDW lessons, wellbeing lessons and working with SSOs. Next we have targeted support which includes SSOs working closely with students and parents with a higher level of need to ensure wellbeing and safety needs are met. They will refer to the school counsellor and MHST (Mental Health Support Team) and deliver resilience programmes. Our specialist support involves the DSL, DDSL and SSOs working together with parents and students to access a higher level of support through SPA, multi agency teams and CAMHS. The Associate Head Teacher in charge of Safeguarding and Director of Wellbeing and SSOs attend CP conferences and Core Group Meetings. The Director of Inclusion and SENCO liaise with the Educational Psychology department and apply for EHCPs and attend annual reviews and allocate LSAs as appropriate. Teacher around the child meetings include all teachers of a particular student and allow for the sharing of good practice to support the young person. Assemblies and the school PDW programme are used to address the dangers of inappropriate use of technology and online safety. This is complemented by a weekly newsletter and staff and parent training, so all parties are able to assist with student safety and wellbeing.

Evidence: Attendance dashboard, ERSA programme, lesson observations, learning walks, Academic Tutoring Day survey annually, (Ofsted 2018), behaviour policy, choice and consequence poster, Time Out room monitoring, assemblies, PDW programme, display materials, racist incidents log, restorative meetings, relationships policy, anti bullying policy, LGBTQ+ Policy, CPOMS, student, staff and parent surveys

Impact: 87% of students say their school encourages them to respect people of different backgrounds and treat everyone equally. Suspensions are very low and permanent exclusions are rarely used. 97% of staff say that student behaviour is good. 95% of staff feel the school culture promotes calm orderly conduct. 2022 Parental survey results show that 93% of parents feel that students are well behaved, 95% of parents feel their child is happy at school and 96% of parents say that their child feels safe in school with 98% saying they would recommend the school to another parent. Attendance for Autumn A 2023 is 96.6% for Yr 7-11, we currently don't have any comparison data as we have not reached half term, but this is a high figure as indicated on the DfE's attendance comparison website.

The quality of personal development

On a best fit basis we judge the quality of personal development to be outstanding

Outstanding

Personal development is exceptional.

The school consistently promotes the extensive personal development of students. The school goes beyond the expected, so that students have access to a wide, rich set of experiences. Opportunities for students to develop their talents and interests are of exceptional quality.

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:

Weekly Personal Development sessions for KS3-5

Our weekly PDW programme exceeds all statutory guidelines and educates students about making safe and informed decisions regarding sexual health, wellbeing and healthy relationships. The resources for this KS3/4 programme are made from scratch and are consistently being updated and amended with our students in mind. This means that PDW is exclusively built around the needs of our community:

	HT1	HT2	HT3	HT4	HT5	HT6
<u>Year 7</u>	Change and transition	UK Politics, Democracy and British Values	Gender, Sexuality and Stereotypes	Crime Awareness	Human Rights	Keeping safe over the Summer Holidays
<u>Year 8</u>	Personal Health	The Media and Body Image	Sexual Relationships (consent, revenge porn)	Online Safety	Illegal and legal drugs	
<u>Year 9</u>	Safe relationships with others	Careers and GCSE Options	Contraceptives and inclusive Sex Education	Financial Literacy	Revision	The Transition to GCSE
<u>Year 10</u>	Healthy Relationships (control, coercion, gaslighting)	Extremism and Radicalisation	Incels and hate crime	Healthy sexual experiences	Oracy and assertive communication	Careers
<u>Year 11</u>	Careers and applying to 6th form	Healthy sexual experiences (including body image, online safety and porn)		Exam Stress and Mental Health	Study leave	

Whole school wellbeing

We take pride in the whole school approach to emotional health and wellbeing support that we offer at Grey Court and we share our expertise by leading a cluster of schools for the SWL trailblazer programme. In this way we are able to support other schools to develop their expertise in this area. In addition to the PDW programme:

- Year 7 - students participate in weekly wellbeing lessons and take part in the 1km Daily Mile.

- Year 8 - students follow the Gradu8 programme, promoting a growth mindset and high expectations of challenge, kindness and good citizenship. Students also take part in the 1km Daily Mile.
- Year 9 - students have a seven week programme of mindfulness and yoga
- Years 10 and 11 students receive workshops on exam stress, risky behaviour and sessions to promote good mental health and wellbeing
- KS5 - participate in a programme of enrichment on Wednesday afternoons

The school strongly promotes student welfare and monitors participation in sports to ensure students are making informed choices regarding enrichment activities and fitness.

Our Activity Days/Week also include a Wellbeing/Life Skills Day, which includes Financial Education, stress management, self defence, consent, gaming, gambling addiction and healthy relationships. Students across the school can also participate in the Duke of Edinburgh Award and residential trips, which encourage independence and build character and resilience.

The school has an outstanding programme for preparing students for work and further higher education. This includes inspirational and aspirational curriculum pathways which meet a range of needs. We host numerous events in which external visitors from an array of employment backgrounds visit the school to talk with students and give high quality and impartial careers advice. For example:

- 1) Year 9 - as part of an activities day on options choices, students are involved in a career networking event
- 2) Year 10 - the school runs a Careers and Enterprise week in which students take part in both a Careers Day and two Enterprise challenge days. The whole activities week is focused on developing student awareness of different careers pathways and also an opportunity to develop their employability skills through a day of mock interviews.
- 3) Our annual KS4/5 Careers fair supplements the general CEIAG that students receive through access to a Careers adviser. The Key Stage 4 and Key Stage 5 programme is further enhanced by visits to a local college and a workshop on apprenticeships. In delivering a number of the careers events, the school makes use of an extensive network of contacts including alumni and its links with STEMNET.
- 4) At Key Stage 5 there is a broad range of advice and guidance for students going to university or directly into work.

The way the school goes about developing students' character is exemplary and is worthy of being shared with others.

Our students play a vital and active role in shaping our community by taking part in restorative conferences, the collegium, student forums and student leadership programme. Our students also take part in both the Youth Council and Youth Parliament. The school has an active citizenship programme within PDW, there are numerous charity events and our Gradu8 programme promotes being a good and caring citizen, in addition to learning how to develop skills and enterprise. Our students take part in mindfulness and Yoga Sessions and an array of wellbeing enrichment opportunities, including extra curricular clubs and activity days.

In 2022 we launched the Be Great programme for Year 10 students: this is an exciting scheme which builds upon the work done in KS3 in the Gradu8 programme to continue to develop our young people to be confident, assertive, successful and kind individuals. It is a two year programme in which students' efforts will then be recognised in the ROA graduation ceremony (Record of Achievement), when they leave school in Year 11. There are five sectors to the programme (Growth, Responsibility, Entrepreneur, Academic and Towards) which we feel are the key foci to being successful in KS4. The engagement with the programme has been successful thus far, with students working towards achieving badges and points for the programme. Last year's Year 10 are now in the second year of this programme, and we re-launched with current Year 10s this year, with similar success.

One aspect of the programme requires students to develop their leadership skills (Responsibility); in the 2022 Summer term and again in Summer 2023, we have invited applications for our new student leaders for Year 10. The leadership roles include: Prefects, Strathmore Leaders, Sports Leaders, Mental Health Leaders and Front of House leaders. This is a fantastic opportunity for students to develop their skills as young leaders and to promote student advocacy. The different areas of leadership and responsibility have different duty areas on rota, for example in the main hall supervising the bins/ litter, running a wellbeing room for Years 7 & 8 at lunchtimes, supporting in the library and reading with Yr7 students in AM registration, to name a few. Last year we had 92 students apply for a role, this year we had 83, so a good number of students are involved in some form of leadership.

We also encourage and monitor students' engagement with extracurricular activities. We ask that all students partake in at least one extra-curricular activity over the course of the year. This is monitored in November on Academic Tutoring Day, and again in the summer term. Any student who has said no to taking part in an activity is encouraged to, through a one-to-one conversation with the pastoral team or SLT.

There is strong take-up by students of the opportunities provided by the school. The most disadvantaged students consistently benefit from this excellent work.

Throughout the year there are opportunities for students, staff and parents to take part in key events such as parents evenings, Sports Fest, Grey Court Fest, Christmas Concert, pantomime and the school play. Students also look after the allotment and make products to sell to the local community. Students, through focus groups and surveys, give feedback to the canteen managers on the food in the canteen and make choices about what should be on offer. A large number of students represent the school in sporting events. The pastoral team is trained in mental health first aid and this supports the work of student mental health ambassadors and student mentors. All staff, in 2021, have been trained on mental health issues as well as LGBTQIA+ and Appropriate Language training. We run a breakfast club to promote healthy eating and an on-site counsellor for students who are particularly vulnerable and also offer small personalised support for vulnerable students in our Student Support Centre (SSC) provision.

We recognise that the staff at Grey Court are a precious resource and that we need to look after their wellbeing. The school promotes staff wellbeing through the Staff Wellbeing Committee and provides an employee assistance programme offering advice and support for staff. There are regular wellbeing opportunities for staff to take part in, including access to the school gym, yoga, staff football and end of year staff celebrations and rewards.

Evidence: PDW Curriculum Map, Destination data, Options booklet, Gradu8 programme, Year 7 Wellbeing curriculum, Transition programme, Year 9 Mindfulness & Yoga, Year 10 Activities Week Programme, Key stage 4 in Key 5 programme, Take up of extra curricular programme, The Quality in Careers Standards, student participation spreadsheet, DOE programme, weekly PDW lessons and resources, Re-start impact report, VIP programme, Mentoring programme, Youth Council, Youth Parliament, evidence of School Council and restorative discussion, Environmental Team, Gardening Club, Allotment, OAP party, Ofsted 2018, Charity Fundraising for a variety of charities e.g. Jeans for Genes, Red Nose Days, Staff wellbeing programme, evidence of the promotion of British Values and students' understanding of equality and diversity and protected characteristics. Take up leadership roles. Extra-curricular tracker.

Impact:

86% of parents agree that the school supports the wider development of their children. There is a high take up of extracurricular activities, Students are confident and self-assured, staff feel confident about how to respond to a full range of safeguarding matters, 96% of parents say that their children feel safe in school. A high number of student leaders, with over 90 students taking part. Borough sports champions, high number of school events, safeguarding records, vulnerability register, wellbeing opportunities and training for teaching and non-teaching staff, and use of the school nurse, school counsellors and safer neighbourhood team. 100% of staff feel that children are safe at this school and 98% of staff say they are proud to work at Grey Court

There has been an increase in the number of students entering the sixth form when comparing admissions in 2016 and 2017 respectively. For the last 2 years Sixth Form has been oversubscribed. Students know how to maintain a healthy lifestyle and who to speak to if they or another person needs support.

The Quality of Leadership and Management

We judge the quality of leadership and management to be outstanding

Outstanding

Leadership and management are exceptional.

Leaders at all levels are ambitious for their students and their teams. Through a line management structure leaders are held to account. They share in the school's ethos of positive relationships being at the heart of what we do and go above and beyond to support their students and teams.

Governors are linked to specific areas and meet with leaders to find out how they lead their areas. The annual Governors' day provides opportunities for governors to experience a day in the life of the school and to ask challenging questions about what goes on in the school, on a day to day basis.

There are exit interviews for staff who are leaving and relevant issues are passed on to the Chair of Governors as relevant.

Through careful financial planning and resource management, the school has self-funded a sports' pavilion/dining area that will be operational from 2023. This has availed three additional classrooms that have reduced English/maths average class sizes from 30 to 24. In addition, the new dining space means that year 7 and 8 no longer require additional lunch time and they will receive an extra 100 minutes a week of curriculum time.

Groups of students attend governors' meetings to speak about key issues, eg transition in year 7, support provided for year 11 GCSE and advice. Leaders are passionate about enhancing the provision for all students at the school. Middle leaders are fully aware of the school priorities and use these when developing systems and curriculum planning. Staff absence is very low (1.35% of teaching days lost to sickness) and staff report high levels of satisfaction and are entrusted to shape and define their own areas of influence. (99% of staff say they are proud to work at GCS). The ethos of the school is clearly understood by all stakeholders and revisited at every opportunity. The school is the hub of the community and understands the prominence of this role. Numerous events and opportunities ensure that the school is in constant contact with the community it serves. Governance is strong. Governors are all linked to faculties and take part in open days where they have the opportunity to meet all stakeholders and then form a series of questions that are answered by the leadership team.

The school has a strategic plan for staff training and development. We have developed our own CPD pathways document which all colleagues can use to see the training available which is pertinent to their stage in career. From January 2023, 12 staff members are enrolled in NPQ qualifications of all levels. This celebrates those who love the classroom and want to stay there as much as those who would like to develop their pastoral or curriculum leadership skills. All staff attend sessions focused upon the School Improvement Priorities. We have been focusing on the sequential building and retention of knowledge over time, in addition to improving our blended learning provision during and post-lockdown. Our current focus is themed around creating an inclusive classroom, quality first teaching and learning incorporating both SEN and diversity strands. There are regular updates for slt from the Director of Inclusion to develop every leader as a leader of SEND.

Curriculum leaders identify subject-based priorities through our rigorous internal evaluation processes including in-depth exam analysis meetings. Based on a needs analysis teachers are given resources to become experts in these

specific areas and then use that expertise to support other colleagues. Where teaching and teachers are strong, they routinely share their ideas and practice through our learning and teaching team. As a training school, we frequently have a high number of ECTs. Our programme of support is specifically tailored to enable them to develop. Where teachers and teaching is less strong, one-to-one or small group coaching is offered. In addition to this, there is a cross-MAT INSET Day once every 2 years and the Teaching and Learning teams from the 3 schools are facilitating subject development opportunities in the Spring and Summer terms this year.

The staff Book Club, which is run by classroom teachers, has a very high level of participation across the school. With a focus on pedagogical developments and teaching and learning strategies which are then implanted in the classroom. A recent initiative has focussed on knowledge retention strategies.

Subject knowledge is improved by a strategic approach to specialist teaching. Curriculum leaders work with teachers to systematically build knowledge and enable colleagues to teach A level. Curriculum leaders are allocated a portion of the school CPD budget to access external training and enhance teachers' subject expertise. Although our sixth form is now well established, we have maintained the links with other key stage 5 providers built when we formed our sixth form. This has allowed teachers of smaller subjects to work with planning partners to debate the way they teach. A high proportion of key stage 5 teachers are examiners or moderators in their subjects. All MAT schools have regular subject-specific meetings with agenda items agreed by leaders in advance and tailored towards school-specific improvement priorities.

Our results at key stage 4 and key stage 5 are consistently outstanding and students at Grey Court make significantly better progress than their peers nationally. In 2022, 81% of all grades at A-level were A⁺-B with 50% at A/A*. In addition to this, the numbers in our sixth form have increased over time from 120 in 2015 to 319 in 2022.

Progress at KS4 remains well above average at 0.5+ and staff are aware of the need to improve.

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.

Values are shared with staff, relationships between all stakeholders are of core importance. Staff have a wellbeing committee that reports its findings to the senior team. Staff surveys and problem solving sessions are used to inform policy, especially in the areas of workload and wellbeing. All members of staff have training which is highly personalised to their individual needs. The HT has direct contact with every layer of staff from the EQTs who he observes to Middle Managers. Operations staff are consulted at every opportunity in terms of satisfaction and have regular opportunities to have input into policy decisions. The teaching and learning leaders have a well staffed and resourced department that offers support to teachers at every level. Mentors are trained and joint planning and preparation between staff is common practice. Staff are given time to reflect on their practice and to build schemes of learning and curriculum plans that involve sequential planning and monitoring of impact. Staff are ambitious for the students they serve.

Parents enjoy regular contact with the school. Communication is effective including a weekly bulletin that seeks to signpost, celebrate successes and allows parents an insight as to the daily happenings at the school. Parent evenings are very well attended as are the parent information evenings. The headteacher writes a weekly update to the entire school community.

Applications for places remain exceptionally high. For entry into year 7 for September 2023, there were 1700 applications with nearly 50% being first or second preference. Grey Court is very much the school of choice in the local area.

Governance is strong. Regular meetings take place and governors attend events and open days to ensure that the core values and ethos of the school are being maintained. Separate committees ensure transparency of resource management and there are controls in operation that ensure that the school obtains value for money in all facets of its educational provision.

Safeguarding is effective. The DSL leads training which fulfils statutory regulations but which are used to inform the staff and are delivered in a manner mindful of the school and its context. A team of highly trained non teaching staff are effectively deployed who deal with all instances of student welfare and wellbeing. Workshops, mentoring, and parental liaison are all influential in identifying risk and dealing with these risks accordingly. The MAT has a safeguarding executive team that conducts a robust safeguarding review of each school in the trust.

Staff consistently report high levels of support for wellbeing issues.

Administrative and bureaucratic duties have been significantly reduced since the last inspection. The data collection and reporting cycle has been amended to avoid 'pinch points' and is now used as the common approach by all schools in the trust. The wellbeing committee is represented by all faculties and the headteacher addresses concerns in a 'you said, we did' session following each meeting. Faculties have each produced specific marking policies that meet the needs of the students, challenge misconception, and provide feedback which allows students to accelerate progress.

Sixth Form Provision

On a best fit basis we judge the quality of the sixth form provision to be outstanding

KS5 headline figures

	2023 National	2019	2022	2023
ALPS Grade (T Score)		3	2	2
ALPS T Score		3	2.00	2
% A*-A grades	26%	35%	50%	38%
% A*-B grades	52%	68%	79%	71%
% A*-C grades	75%	90%	92%	90%
APS per entry		40	43.91	40.49
APS per entry as a grade		B	B+	B
% at AAB or higher		24%	34.8%	30%

** based on ALPS client based metrics*

2023 A Level results were very impressive. 38% of all A Level grades were A* - A. A*-B grades were 71% and A* - C 90%. This ensured the school achieved ALPS 2 and was one of the most successful comprehensive schools in the country. The range percentage of A* grades are lower than 2019 results. While this is a trend that was seen in schools across the country, Grey Court A*s are slightly below this and so this will be a target for improvement for the upcoming academic year.

BTEC results were outstanding with 31% of grades being awarded a Distinction* and 73% were Distinction* - Distinction.

The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.

The Sixth Form journey starts with summer homework that is initially sent home on induction day in July where students are required to undertake a bridging programme so that they are aware of the requirements of the subjects that they want to take. This preliminary set of tasks supports them in managing the transition between GCSE and A Level courses and ensuring that they are on the correct courses. Within the first two weeks of year 12, students sit a series of threshold assessments in STEM subjects so that staff are able to ensure that students are enrolled on the most appropriate courses and provide relevant advice and guidance where necessary.

We have a broad and balanced, aspirational and inspirational curriculum designed to meet the needs of our students, including the most disadvantaged and those with SEND. Our curriculum provision ensures that students are fully supported on their journey to post-18 pathways at university, art schools, apprenticeship and employment. The curriculum inspires students to learn. There is a range of subjects and courses. The current curriculum allows for combinations of 20 A/AS-level, 4 BTECs and an Applied Diploma. Due to effective advice and guidance students take appropriate pathways of A levels and/or BTECs. The school has embedded BTEC provision in four areas: sport, health and social care, enterprise and entrepreneurship and creative media. Criminology was added in order to support students who struggle to access the social sciences A Levels and has been key in recruitment. We have two classes of Enterprise and Entrepreneurship classes per year group, Media and year 12 Criminology Applied Diploma. The school also has an arrangement to accommodate a number of students every year from "The Keep" whose parents are studying on MOD programmes at Kings College University for one year. We have several international students, including some who are Ukrainian refugees and we created a curriculum programme (where necessary) to ensure that they are not disadvantaged when applying for their Next Steps. The students receive a full induction and are absorbed into the Sixth Form and all have gained impressive qualifications at the end of the year.

Curriculum goals are shared with HOFs at the beginning of each year and discussed on a weekly basis at the HOF meetings and analysed and evaluated on a bi-yearly basis in subject specific raising standards meetings. The significantly above average results at A*-B would evidence the level of challenge provided to students. All students are expected to engage in active wider reading to enhance their studies. Tutor time is used to support students in developing note taking strategies using the whole school PRESS model and books selected from a centralised wider reading list. Individual departments then enhance this through topic basic additional reading and links for podcast and lectures. Students also have access to specialist sites and publications such as the E magazine and MASSOLIT. Additionally tailored programmes were needed in order to secure above average outcomes from Oxbridge access to apprenticeship pathways. This is evidenced through the 2019/2023 VA for SEN of +13.84 and +16.55 respectively. Disadvantaged value added was lower than expected (+7.18 in 2023 after a score of +13.93 in 2019, but this is down to a single student, who had ongoing home issues very close to exams and ended up with results that were much lower than previously predicted by teachers). BTEC results were better than last year with an ALPS 3 in 2023, compared to ALPS 4 in 2022. This is a clear impact of having a BTEC coordinator in place and arranged for BTEC meetings to be held alongside faculty meetings. Lead BTEC teachers continue to share good practice amongst one another and the Deputy Head line manages BTEC as an entity.

Study skills are provided via an induction booklet, through form times and through the EPQ programme. As part of the school's reading initiative, the Sixth form students choose a book from one of their subjects per term to widen their understanding of the subject beyond the curriculum. There are three report checkpoints throughout the year, an academic review day and two sets of mock examinations. Target booklets are provided to all students to inform robust discussions about the progress of students. Extensive Lesson resources are provided via the google classroom platform. Feedback to students is provided in a variety of ways, both online and on paper. Students respond to feedback depending on the subject, e.g. in Humanities, using green pen to staff comments in their books.

All students are prepared for the next stage of their education or training. In 2023, 96% of students gained places at university. (2022 91%) In addition, to the 2 Oxbridge student (1 in 2022) and 1 medic (3 medics in 2022), 44 % of the 146 Year 13 students who applied to University went on to Russell group universities (48% 2022) and 59% took up places in the top third of universities. Of those who didn't apply through UCAS, 1 went on to study abroad, 8 are putting in applications with us this year, 2 have secured an apprenticeship and 2 have started full-time employment.

The careers information and guidance is strong. The guidance enables students to develop clear and realistic plans for their future through meetings with guest speakers, a founders evening, a UCAS officer, school careers advisor, trips to UCAS/apprenticeship conventions and signposting of relevant websites. Every week BCO creates an opportunities bulletin that is shared with students and collates all relevant apprenticeship, University and work experience opportunities. Other opportunities are posted in the Year 12 and Year 13 Classrooms. The guidance starts with a post-16 presence in the year 9 options evening; at the beginning of year 11 there is a careers fair with representatives from local colleges, the school sixth form, ex-students as well as over 50 other careers providers. There is a presentation on the application process to all Sixth forms and college providers to year 11 parents. Students are met twice for advice and guidance meetings in year 11 and advised on post-16 options. There is work experience for all year 12 students over one week at the end of the year. Students also access the unifrog programme. Finally, they also access both our own external speakers network and those provided by partner schools St Pauls and KGS. Ex-students also visit for open evenings and during enrichment to talk about apprenticeships, art colleges and university. Alumni from Oxbridge and medicine are also used to help with interview practice, entrance examinations and the creation of personal statements. We currently have five students who are on GAP years between school and university or post university working as LSAs in our school.

The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.

A focus on subject-specific, professional and technical vocabulary can be seen across all subjects. All students have vocabulary glossaries in their folder/exercise books. In response to the increased demands of the newer A levels and to support students to recall and apply content, all students are provided with study skills sessions as part of the weekly tutoring programme, detailed feedback and reviews after mock examinations.

Our wider curriculum provision is equally strong. In addition nearly 40 students now take the extended project qualification in Year 13 and 3 took the cyber EPQ. This year we have one year 12 student who is on a hybrid Y12/Y13 timetable.

Assessments are used strategically throughout the year to enable students to experience exam questions and practice applying their knowledge. The two mock examination periods are followed up with parent evenings and/or individualised self-assessment tasks. There are two raising standards meetings held every year with staff members responsible for KS5 outcomes.

Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.

In addition to the above, six formers are timetabled to attend supervised study periods. Flexibility is provided through "the A-level licence" initiative where students who are working independently can study at home when they do not have timetabled lessons. Students' attendance and punctuality across the sixth form was 94.0% in the year 2022-2023. This year, we have been able to timetable the Sixth Form lessons so that all year 12 students have periods 5+6 free on a Monday and Friday.

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.

Students are offered a well thought out and age appropriate PDW programme for one lesson per week throughout their time in Sixth Form. Students have been given ownership for a large part of this and are working towards the iDEA awards. External speakers come in to do talks on a range of topics ranging from financial awareness to substance abuse. There is an extensive enrichment programme in place for sixth form students that is broken up into four streams: Super-curricular, Sport, Wellbeing and Volunteering. Progress is tracked via student completion of the Grey Court Edge programme and through reports. Notable activities that encourage student interaction have been the peer-mentoring programme, the Strathmore partnership VIP scheme which includes a Christmas party, the Model UN conference, participation in the ESU debate competition, a music production programme to support the Gfest, and volunteering at the Ham lands programme. Students have also set up a knitting club and contribute to the school's diversity group. Last year saw the publication of the second 'Literary magazine' and it will be continued again this year with a new cohort. Year 12 students also organised and ran the first 'Enter-PRIDE' event to celebrate Pride with lower school students. Students have also worked with local primary schools supporting science, maths and English. All students are expected to complete at least 30 hours of community service a year. All students take part in a work experience programme. Students also attend a founders evening in year 12 for which they prepare a c.v. . Opportunities for employability and apprenticeships and university outreach programmes are promoted via a weekly eBulletin. Students can access up to five different sports every Wednesday and there is a weekly well-being programme. In 2022, year 12 and 13 students completed a life skills programme and Jack Petchy programme to support their transition to independent living post sixth form and to promote entrepreneurial skills. We also had a student group competing in the Young Enterprise scheme last year who were runners-up in the borough. We are looking to continue to build on this success with a new group from year 12.

Finally for the 2023 GC edge celebration we had Sharon Miles, the COO of OakNorth Bank, which has a nine billion pound turnover, as our guest speaker, emphasising the importance of social mobility and opportunities for women in the financial sector.