

Grey Court School Self Evaluation Form

School Improvement Priorities for 2021-2022

To maintain a high expectation and success culture.

To ensure that our curriculum is aspirational and inspirational and is also inclusive of a whole school 3Is approach.

To develop a sustainable and high quality distributive leadership.

To build an innovative and life-long learning community with reading and Maths at its core.

To maintain an outstanding post 16 provision.

To ensure the highest quality of safety, personal development and wellbeing and positive relationships are at the heart of our community.

To continue to develop and embed an innovative and effective approach to blended learning which supports high level teaching and learning both in the classroom and online.

To develop a programme of more tailored CPD with a focus on SEN and linked to quality first teaching.

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		
	2019	2020*	2021*
Progress 8	+0.52	+0.75	+0.64
English Element	+0.64	+0.7	+0.42
Mathematics Element	+0.29	+0.53	+0.52
EBacc Element	+0.49	+1.03	+0.75
Open Element	+0.60	+0.64	+0.76
Attainment 8 Score	57.05	59.48	58.77
English Element	12.23	12.32	11.73
Mathematics Element	10.84	11.29	11.5
EBacc Element	16.61	18.36	17.61
Open Element	17.39	17.51	17.93
Basics [Eng and Maths at 9-4]	81%	85%	86%
Eng Maths 9-5	59%	66%	67%
% entered for EBacc	62%	77%	65%
EBacc (APS)	5.18	5.66	5.42

Disadvantaged Progress 8

	2018	2019	2020	2021
Progress 8	-0.36	0.00	+0.48	+0.27
English Element	-0.56	+0.37	+0.48	+0.15
Mathematics Element	-0.46	-0.44	+0.34	+0.02
EBacc Element	-0.43	-0.26	+0.65	+0.4
Open Element	-0.08	+0.23	+0.4	+0.37
Attainment 8 Score	44	45.01	53.02	47.41
English Element	9.05	10.52	11.31	10
Mathematics Element	8.29	7.81	10	8.62
EBacc Element	12.41	12.1	15.78	13.88
Open Element	14.24	14.59	15.93	14.91
Basics [Eng and Maths at 9-4]	61%	52%	78%	62%
% 5 A*- C including English and Maths (4+)	58%	48%	59%	60%
% 5 A*- C	61%	58%	78%	73.3%
% entered for EBacc	44%	42%	63%	49%
% achieving EBacc (* strong pass)	39%	29%	*34%	20%
% 9-7 grades	18%	18%	31%	18.3%
% 9-4 grades	75%	70%	90%	74.7%

KS5 Headline Figures

	2017	2018	2018 National	2019	2020	2021
ALPS Grade (T Score)	2	3		3	1	1
ALPS T Score	2.33	3.33		3	1.67	1.67
% A*-A grades	30%	29%	27%	35%	39%	48%
% A*-B grades	60%	62%	53%	69%	69%	74%
% A*-C grades	82%	87%	77%	90%	89%	89%
APS per entry	37.57	38.16	33.59	40	40.8	42.3
APS per entry as a grade	B-	B-	C+	B	B	B
% at AAB or higher	15%	18.07%	16.2%	24%	-	-
Retention Y12 – Y13	84%	88%	-	-	-	-

Summary Points

Quality of Education	Strengths	Areas for Development
<p>3Is 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</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. ● 68% of students entered EBacc at GCSE, including 40% with SEND and 49% disadvantaged students. ● 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. ● SEND attainments and progress is consistently above the national average at both KS4/5. ● Disadvantaged students achieve in line with all 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. ● To ensure our approach to CPD is holistic with high standards from training ITT to Senior leaders and admin staff who also interact with our students. ● To develop use of online teaching skills in order to improve the blended learning experience for students ● Personalised SEND staff CPD linked to QFT
<p>Behaviour and attitudes Including behaviour in lessons & around the school, attendance & punctuality,</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 around the school between lessons and at less formal times

<p>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. 	<ul style="list-style-type: none"> • For senior members of staff to continue to support those colleagues who experience low level incidents of disruption in their lessons. • To continue to work on strategies to raise the attendance of disadvantaged students. • To increase staff awareness of ACES and the impact this can have on behaviour and attitudes. • To ensure staff have access to high quality online CPD for SEND and understand the impact this can have on behaviour and attitudes.
<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 cluster lead trailblazer school with a whole school approach to personal development and wellbeing. which 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. • The PDW programme promotes the understanding of British values and citizenship. PDW also teaches about healthy lifestyles and the making of safe and informed decisions regarding relationships, sex and health education. • 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. • We promote an inclusive environment, where all students can thrive and understand that difference is positive and where equality and diversity can be respected. • The school celebrates success with our termly celebration assemblies, our 	<p style="text-align: center;">Areas for development</p> <ul style="list-style-type: none"> • To further develop the inclusion of healthy eating within our PDW programme. • To extend opportunities within our PDW programme to include students at KS5 and the transition to adult life. • To ensure all aspects of our relationships and sex education is in line with 2020 requirements including consultation with parents. • 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.

	<p>flourishing house system, prize giving and end of year record of achievement.</p> <ul style="list-style-type: none"> ● 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 on student panels 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. 	
<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 ● 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 	<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.

<p>16-19 PROVISION Including the 3Is, 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 Wellbeing Committee which provides regular wellbeing opportunities for students to take part in. ● 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 learners whilst students are self-disciplined and fully engaged in the life of the school and wider community. 	<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. ● Manage the transition to a predominantly three subject programme now that AS levels are being discontinued. ● Build on the improvements in A* and D* grades by ensuring that these grades are distributed across a wider range of subject areas. ● Embed online student provision, reporting and tracking through the google classroom mechanism. ● Improve the consistency of the BTEC provision so that outstanding expectations and performance is shared across all seven Btec subjects. ● Widen the range of student leadership responsibilities with a specific focus on the disadvantaged.
<p>OVERALL EFFECTIVENESS</p>	<p style="text-align: center;">Outstanding</p>	

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 the curriculum 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 as it is a focus of our staff training. 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 achieve less than 100 in English or mathematics at KS2 will receive small group intervention, following a catch-up programme alongside the Year 7 core schemes of work. 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 3. 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. 68% of students entered EBacc at GCSE, including 40% with SEND and 49% disadvantaged students.

At key stage 3 there is a culture of reading. This starts in the Summer, prior to new Year 7s joining the school. As part of the year 7 induction programme, students 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 enjoy weekly reading lessons and are encouraged to read for pleasure through our accelerated reader programme and tutor time activities. We complement this with subject-related reading ideas generated through the 'faculty focus months' in the library. This includes an alternative history curriculum where students read the history book "black and British" in form time and during accelerated reader in Year 7. This area of our practice is still being developed in key stage 4.

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 tutor time programme and wider curriculum activities. All students are given targeted support to understand the wide variety of career opportunities available to them. Support and interventions are built into the curriculum to allow students to access learning from qualified teachers without disrupting their learning.

Evidence: Subject 3Is document, curriculum model, options booklets, FIPs, activity days programmes and evaluations, Big Read lesson plans. Accelerated reader progress scores

Impact: Continued strong outcomes at KS4 and KS5 and strong internal tracking data. Lesson observations of NQTs, by the end the summer term 2021, were all graded "Good" or "Outstanding".

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 INSET. 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 school marking and feedback policy strikes a balance between managing staff workload and offering students bespoke 'next step' feedback. As part of our blended learning approach, we have explored alternative methods of giving feedback on student work, for example using rubrics or Mote voice notes on google classroom. Our work scrutiny shows that students' work is systematically marked in line with school policy, students take pride in their work and staff routinely address any misconceptions. Student response to 'next steps' is embedded in our practice. Our robust and data-driven work scrutiny procedure shows that in autumn 2020, 100% was graded as good or better in terms of the quality of work and feedback evident in students' books, folders, portfolios and work submitted on google classroom. Work scrutiny from the NQTs' classes in summer 2021 show that those teachers met the school policy and standards in their approach to teaching, marking and providing impactful feedback to students. The work scrutiny undertaken from the ECTs' classes autumn 2021, shows that ECTs 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.

Our most recent student survey results show that 92% of the students surveyed responded positively when asked if they were able to continue with their school work during the national lockdown.

Parental surveys also show that parents feel that their children are very happy at school (94%) and that there is a good range of subjects (97%)

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. In 2021 the TAGs showed a set of results that are comparable to the 2019 results. This can be attributed to our rigorous systems and checks such as moderation at faculty level and SLT level. We are pleased with this especially in light of the grade inflation that clearly happened at other centers. TAG progress 8 was +0.64. Disadvantaged students achieved highly with a score of +0.27, SEN achieved exceptionally well with a score of +0.62 and EAL +0.7

Covid Catch-up Plan

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 these are unprecedented times and supporting all our students who require 'Catch Up' support is a significant but necessary undertaking so they gain the knowledge and cultural capital to succeed in life.

Goals:

Short term goals included: reintegration and acclimatisation back into school, 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:

Summer School was organised, targeting all Year 6s transitioning and Yr10 students. Specific students in Yr10 who were underachieving were targeted to attend, but places were available to the whole year group. The focus for the Summer school programme was literacy and numeracy/ English, Maths and Science.

Every student in Year 11 has a 'COVID' ranking score per subject, given to them by every classroom teacher. (Category 1 – The student has not been adversely affected by Covid-19, and there is no catch up requirement. Category 4 – The student has a high catch up need and this cannot be remedied by just intervention led by the department. Either due to

there being far too much content that has been missed, or that they are not able to access the curriculum due to very poor literacy or numeracy skills.) Students who received a ranking of three 4s will have a reduced timetable and will have focussed academic intervention. This diagnostic assessment tool will be used to assess and understand gaps in knowledge and skill, which will be addressed in targeted programmes.

Various additional strategies have been and will be put in place to support: mentoring groups, working closely with our family support worker and outside agencies, supportive intervention from the pastoral team ranging from whole school to targeted and working closely with parents.

Evidence: Curriculum map, teacher effectiveness document, observation analysis, FIPs, TAC schedules, curriculum packs
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 2021 the TAGs showed a set of results that are comparable to the 2019 results. This can be attributed to our rigorous systems and checks such as moderation at faculty level and SLT level. We are pleased with this especially in light of the grade inflation that clearly happened at other centers. The TAG progress 8 score was +0.64. Disadvantaged students achieved highly with a score of +0.27, SEN achieved exceptionally well with a score of +0.62 and EAL +0.7 Our results reflect the success of our sequenced curriculum and are a testament to our belief that each student should gain the cultural capital and knowledge to succeed in life.

In 2019, the last year of GCSE exams 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 2019 all elements of progress 8 are significantly positive (above 0.5+) with the exception of Maths which is still positive at 0.3+. Students irrespective of starting points achieve highly.

Disadvantaged students achieve highly. The progress of this group is improving and has risen from - 0.3 in 2018 to - 0.02 in 2019 meaning that this group of students are achieving in line with all students nationally. The success of disadvantaged students remains at the forefront of school improvement priorities.

2021 results: 18% of all A Level grades were A*. We saw a 9% increase of A*-A grades - (39% in 2020 and 48% in 2021), a 5% increase of A*-B grades (69% in 2020 and 74% in 2021) and retained a percentage of 89% of grades being A*-C. All of these were above the national average for 2021. Subjects that exceeded the national average for A*-A grades were: Art and Design, Computer Science, English, French, Geography, Politics, History, Sociology and Spanish.

On average, our disadvantaged students in the cohort achieved an average of two grades higher than they were targeted. Within this, there were 2/11 students who achieved below their target grades but both were accepted onto their first choice of University placement. 2/11 achieved A*A*A*/Di*Di*Di* respectively.

Disadvantaged students have a value added of +46.5 - more than two additional grades than targeted, SEN students have a value added of +39.3 - just shy of two additional grades - and EAL students achieved +28.6 value added - a grade and a half higher than targeted. The average in the Sixth Form was +30 - a grade and a half higher than targeted.

For context, in 2019 KS5 outcomes were 37.5% for A*-A (12.3% above the national average) 66.7% for A*-B (14.8% above the national average) 90% for A-C (14.2% above the national average) and A*-E is 99.2% (1.6% above the national average). The ALPS score across 3 Years is 2 which puts us in the top 10% of providers. The ALPS BTEC score for one year (2019 was the first year where we had significant numbers of BTEC students is ALPS 3. 63% of BTEC grades were at Distinction or Distinction star. The disadvantaged group across 2018-2019 (2 sets of results) have a value added score of +18.47, The EAL group across 2018-2019 (2 sets of results) have a value added score of +24.26, and finally the SEN group across 2018-2019 (2 sets of results) have a value added of +36.93.

KS4 destinations:

Out of 243 leavers in 2021, when surveyed in Sept 2021:

- 48% of students (117) -stayed at Grey Court Sixth Form - studying A Levels/BTEC L3s
- 44% of leavers went to a college/other school sixth form in this country:
 - Kingston College - 21 students
 - Esher College - 35 students
 - Richmond upon Thames College - 17 students
 - Other colleges - 13 students
 - Other sixth forms - 21 students e.g. BRIT, Hollyfield etc
- Football academies - 5 students
- Navy - 1 student
- Apprenticeship - 1 student
- Moved abroad - 8 students
- Gap year - 1 student who will be re entering education next September.
- 3 students were NEET but reasons due to mental health and social services involvement and are working with agencies to support them into a positive destination.

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 house points, postcards home, Jack Petchey achievement award, and special events such as our sport's celebration evening, celebration of achievement event 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 on-line bullying and our PDW programme. 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. 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 above the national average for all groups of learners including SEND and Disadvantaged. 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 value their education and it is evident from the student survey that 92% of students felt they were able to continue with their education during lockdown.

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 rare 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 Restart 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 and 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 no matter how small. 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 deliver resilience programmes and refer to the school counsellor and EWPs. 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 weekly newsletter and staff and parent training so all parties are able to assist the students safety and wellbeing.

Evidence: Attendance dashboard, ERSA programme, lesson observations, learning walks, student voice surveys, school council, Livingstone Project in Tanzania, Academic Tutoring Day survey annually, (Ofsted 2018), behaviour policy, choice and consequence card, Time Out room monitoring, assemblies, PDW programme, display materials, racist incidents log, restorative meetings, CPOMS

Impact: Behaviour and attitudes to learning are rated as Outstanding. Exclusions are low and permanent exclusions are rarely used. 2020 Parental survey results show that 91% agree that the school makes sure that it's pupils are well behaved. Attendance in 2020 -2021 (Covid impacted this year) was 94.1%. PA was 14.4%. Attendance during the lockdown periods remained high at 92% and early indications in the 2021-2022 year suggest attendance has returned to previously high levels (around 96%). Behaviour and attitudes to learning were rated as Outstanding in 89% of lessons, FTE are low and rarely used.

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.

We are a leading cluster school for the SWL trailblazer programme and support other schools to develop a whole school approach to emotional health and wellbeing. We believe this approach enables our students and staff to make informed decisions to keep themselves physically and mentally healthy. In year 7, students participate in wellbeing lessons one period per week and take part in the daily mile. In 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 daily mile. Year 9, Students have a seven week programme of mindfulness and yoga and year 10 and 11 students receive workshops on exam stress, risky behaviour and sessions to promote good mental health and wellbeing. The school strongly promotes student welfare and monitors participation in sports to ensure students are making informed choices regarding enrichment activities and fitness. Our PDW programme follows statutory guidelines and educates students about making safe and informed decisions regarding sexual health and healthy relationships. Our activity week incorporates a wellbeing day, which includes first aid, consent and gaming and gambling addiction and DOE and residential trips to encourage independence and build character and resilience. 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 and end of year staff celebrations and rewards.

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, in Year 9, as part of an activities day on options choices students are involved in a career networking event; In Year 10 the school runs a careers and enterprise week in which students take part both in a careers day and then they participate in two further days of an enterprise challenge. 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. Also in Key Stage 4 and Key Stage 5 there is an annual career fair. These supplements the general CEIAG 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 apprenticeship. 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. 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 school council and participating in student panels to select the staff who work at our school. Our student leadership programme (prefects, student mentors, Strathmore leaders, front of house leaders, eco leaders) are examples of our students being thoughtful, caring and active citizens within our community. Our students 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.

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. Our student ambassadors look forward to talking about their school during open days and evenings. 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. 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.

Evidence: 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, PDW programme and half-termly student and staff reflections, 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.

Impact: 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. Students volunteer to become mentors. Student feedback from mindfulness and yoga lessons show they find it worthwhile in dealing with everyday life and stress.

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, staff are able to take up wellbeing opportunities. 97% of parents say that their children feel safe in school. High number of student mentors/ambassadors, Borough sports champions, high number of school events, safeguarding records, single list, vulnerability register, training for teaching and non-teaching staff, and use of the school nurse, school counsellors and safer neighbourhood team. There is a low staff turnover

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 subject 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.

Groups of students attend governors' meetings to speak about key issues, eg transition in year 7, support provided for Yr 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 and staff report high levels of satisfaction and are entrusted to shape and define their own areas of influence. 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. 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, incorporating both SEN and diversity strands.

Curriculum leaders identify subject based priorities through our rigorous internal evaluation processes. 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 these opportunities, we have worked alongside colleagues from the MAT to develop our own in-house teacher development programme called the 'Every Lesson, Every Day' programme.

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.

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.

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 addition to this, the numbers in our sixth form have increased over time from 120 in 2015 to 311 in 2021.

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. Associate 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.

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 fulfills 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.

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.

Sixth Form Provision

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

KS5 headline figures

	2017	2018	2018 National	2019	2020	2021
ALPS Grade (T Score)	2	3		3	1	1
ALPS T Score	2.33	3.33		3	1.67	1.67
% A*-A grades	30%	29%	27%	35%	39%	48%
% A*-B grades	60%	62%	53%	69%	69%	74%
% A*-C grades	82%	87%	77%	90%	89%	89%
APS per entry	37.57	38.16	33.59	40	40.8	42.3
APS per entry as a grade	B-	B-	C+	B	B	B
% at AAB or higher	15%	18.07%	16.2%	24%	-	-
Retention Y12 – Y13	84%	88%	-	-	-	-

2021 results: 18% of all A Level grades were A*. We saw a 9% increase of A*-A grades - (39% in 2020 and 48% in 2021), a 5% increase of A*-B grades (69% in 2020 and 74% in 2021) and retained a percentage of 89% of grades being A*-C. All of these were above the national average for 2021. Subjects that exceeded the national average for A*-A grades were: Art and Design, Computer Science, English, French, Geography, Politics, History, Sociology and Spanish.

On average, our disadvantaged students in the cohort achieved an average of two grades higher than they were targeted. Within this, there were 2/11 students who achieved below their target grades but both were accepted onto their first choice of University placement. 2/11 achieved A*A*A*/Di*Di*Di* respectively.

Disadvantaged students have a value added of +46.5 - more than two additional grades than targeted, SEN students have a value added of +39.3 - just shy of two additional grades - and EAL students achieved +28.6 value added - a grade and a half higher than targeted. The average in the Sixth Form was +30 - a grade and a half higher than targeted.

For context, in 2019 KS5 outcomes were 37.5% for A*-A (12.3% above the national average) 66.7% for A*-B(14.8% above the national average) 90% for A-C (14.2% above the national average) and A*-E is 99.2% (1.6% above the national average). The ALPS score across 3 Years is 2 which puts us in the top 10% of providers. The ALPS BTEC score for one year (2019 was the first year where we had significant numbers of BTEC students is ALPS 3. 63% of BTEC grades were at Distinction or Distinction star. The disadvantaged group across 2018-2019 (2 sets of results) have a value added score of +18.47, The EAL group across 2018-2019 (2 sets of results) have a value added score of +24.26, and finally the SEN group across 2018-2019 (2 sets of results) have a value added of +36.93.

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 Bridging School where students undertake a two week bridging programme so that they are aware of the requirements of the subjects that they want to take and are given a preliminary set of tasks to support them in managing the transition between GCSE and A Level courses. Within the first two weeks of year 12,

students sit a series of threshold assessments in Literacy and 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 A/AS-level(23 choices) and BTEC (6 choices) courses. Due to effective advice and guidance students take appropriate pathways of A levels and/or BTECs. The school has embedded BTEC provision in six areas: applied science, sport, health and social care, enterprise and entrepreneurship, creative media and music technology. All year 12 students take a first aid certificate. The school also has an arrangement to accommodate around 5 students a year from "The Keep" whose parents are studying on MOD programmes at Kings College University for one year. These 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. This is evidenced through the significant rise in A* performance at A-level in 2019 - a trend that has increased a further 9% to date. All students have access to wide reading booklets and a podcast resource booklet and also access to specialist publications e.g the Emagazine. Disadvantaged and SEND students are being supported through the COVID recovery role that VCL is undertaking. Additionally tailored programmes were needed in order to secure above average outcomes from Oxbridge access to apprenticeship pathways. This is evidenced through the 2019-2021 VA for disadvantaged and SEN of +46.5 (+18.47 2019) and +39.3 (+36.93 2019) respectively.

Study skills are provided via an induction booklet and through the EPQ programme. All students have access to personal learning checklists. There are four report checkpoints throughout the year, an academic review day and two sets of mock examinations. Target booklets are provided to all students. Extensive Lesson resources are provided via the google classroom platform. Students respond in Green pen to staff comments in their books.

All students are prepared for the next stage of their education or training. In 2021, 93% of students gained places at university. (2019 94%) In addition, to the 3 Oxbridge students (1 in 2019) and 4 medics (3 medics in 2019), 42% of the 124 Year 13 students who applied to University went on to Russell group universities (40% 2019) and 55% took up places in the top third of universities. Of those who didn't apply through UCAS, 4 went on to study abroad, 2 are putting in applications with us this year, 1 has secured an apprenticeship and 1 other's application for an apprenticeship is currently pending.

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 apprentices and signposting of relevant websites. Every week BCO and TMX create an opportunities bulletin that is shared with students and collates all relevant apprenticeship, University and work experience opportunities. The guidance starts with a post-16 presence in the year 9 options evening; at the end of year 10 there is a post-16 information evening with representatives from Oxbridge, a local college, the school sixth form and ex-students who have accessed apprenticeship schemes. There is a presentation on the application process to all Sixth forms and college providers to year 11 parents. Students are interviewed twice 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 the speakers for the school's programme – and lectures from past students and experts from industry and the media are built into their enrichment schedule. Ex-students also visit for open evenings and during enrichment to talk about apprenticeships, art colleges and university.

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 have access to a memory techniques booklet in addition to the brain training applications and reviews after mock examinations. The contract that we have with Uplearn for Economics has been renewed for year 13 and all year 12 students have the option to buy it.

Our wider curriculum provision is equally strong. We have 2 students taking mathematical studies as an AS qualification. In addition nearly 65 students (up from 37 in 2021 with 35% grades at A*) now take the extended project qualification in Year 13. The range percentage of A* increased from 4% to 14% Inc. EPQ (the national average is 7.8%) This year we have two year 13 students who are on a blended provision which involves 2 subjects and a day's work experience.

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. Students who are under-performing are given access to a study room and study mentor after-school from 3.00pm-4.30pm. 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 94.5% in the year 2018-2019. (The national attendance benchmark for 16-19 last recorded by Ofsted was 87%.) 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 Tuesday and all year 13 students are free 5+6 on a Friday which allows us to have blocks for intervention and punctuality detentions.

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.

There is an extensive enrichment programme in place for sixth form students; progress is tracked via student completion of the Grey Court Edge programme and through reports. The programme runs on average 8 activities per week. Notable activities that encourage student interaction have been the Strathmore partnership VIP scheme which includes a Christmas party, the TED club, participation in the ESU debate, a media production programme, an Oscars night, a production of a Shakespeare play for the lower school, a literary quiz and a inter-year "university challenge" event. Students have also set up a model UN group, knitting club and a cultural appreciation club. Last year saw the publication of the first 'Literary magazine' and it will be continued again this year with a new cohort. As a result of this, three students attended the school's diversity club and supported with restorative conferences.

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. A number of students are also taking their Duke of Edinburgh gold award. Students also act as scribes for the SEN department during lower school examination periods and volunteer in homework, EAL and allotment clubs. 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 2021, year 12 and 13 students completed a ten week life skills programme to support their transition to independent living post sixth form.

Finally for the 2021 GC edge celebration we had Tracey Allen MBE as a guest speaker. She was awarded the prestigious MBE for her services to politics and charity in 2020. She has worked behind the scenes at the top of British politics for over 30 years.