

Overall Effectiveness

Current assessment

The School self-assesses itself as **OUTSTANDING**.

| | Judgement | Key reason for judgement |
|---------------------------|-----------|---|
| Quality of education | 1 - | Leaders ensure the breadth and ambition for pupils by evolving the choices and structure of the curriculum. The high-quality, specialist knowledge of staff brings lessons to life. Outcomes are very positive for pupils across all subject areas. Work to clarify SoL end points to continue. |
| Behaviour and attitudes | 1 | The behaviour of pupils is exceptional. During lessons, pupils are focused and keen to learn. Around the school, pupils are unfailingly courteous and purposeful. They are reflective young people, able to share their ideas about the importance of respect for all. |
| Personal development | 1 | Leaders have developed an approach to personal development that pervades all aspects of the life of the school. Opportunities for pupil leadership are particularly well developed. Leaders are clear in their ambition for pupils to be well-rounded, responsible and fully aware of the opportunities and challenges of life. |
| Leadership and management | 1 | Leaders and governors are determined to develop the school even further. There is no complacency. Reflective self-evaluation has led to significant changes in recent years. Leaders continually strive to develop and further evolve the school for the benefit of pupils. |
| Sixth Form | 1 | The quality of Sixth Form provision is exceptional and enables the students' progression to a range of high-quality destinations. Leaders ensure that students have access to a wide range of subjects. A professional atmosphere is present in sixth-form lessons, with high-quality debate and discussion. |

To ensure continuing improvement, the key whole school priorities for the coming year are:

- Ensure consistently outstanding teaching in all areas of the curriculum.
- Embed positive behaviour and climate for learning.
- Embed the Personal Development programme across the school.
- Support the development of teachers' subject and pedagogical knowledge.
- Consider the benefits of working more closely with other schools.

Context

Ermysted's is a VA selective school for boys aged 11-18, maintained by North Yorkshire Council. Outcomes and value added at GCSE are very high, above average, and consistently so, even with a 100% EBacc entry. Value-added at A-Level is positive and has ranged between average and above average in recent years. There are 825 pupils on roll (July 2024), placing the school below the national average size for a secondary school but this is expected to rise as larger intakes migrate up through the school. Absence metrics are much better than comparable schools. Few pupils are classified as disadvantaged (c. 8%, estimated July 2024) but this is growing and is expected to continue to grow as the lower groups migrate up the school. A significant number of pupils (c. 35%) come from minority ethnic groups. Only c. 5% are identified as EAL. Very few pupils have identified SEND (c. 4%) and the school deprivation indicator is low relative to national comparisons (well below average).

Source 2022-23 ASP

Previous inspection (September 2022)

The overall effectiveness of the school was graded as **GOOD**.

The school was graded as Outstanding in Behaviour and Attitudes; in Personal Development; in Leadership and management; and in Sixth Form Provision. The inspectors' area for improvement related to their view that in some KS3 lessons, staff do not always check learning before moving on.

Criteria reflect the text of the **April 2024** edition of the Schools' Inspection Handbook

Quality of Education

| Criteria | Current assessment | Sources of evidence | Development |
|--|---|---|--|
| <p>The school meets all the criteria for a GOOD quality of education securely and consistently.</p> <p>The quality of education provided is exceptional.</p> | <p>The curriculum is broad and ambitious for all pupils.</p> <p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p> <p>Pupils study the full curriculum; it is not narrowed: the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.</p> <p>The curriculum may undergo necessary changes (for example, following a review by leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.</p> <p>Reading is prioritised to allow pupils to access the full curriculum offer.</p> <p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.</p> | <p>Leaders undertook a full scale review and redesign of the school curriculum in 2019. After a phased roll-out, the curriculum is now fully deployed.</p> <p>The key aspects of the changes were to move more challenging material lower down the curriculum to KS3 and to KS4. The breadth has been extended beyond the national curriculum with three languages now taught from Year 7. Science and Humanities continue to be taught as separate disciplines and a discrete PSHCE lesson is delivered throughout KS3 and KS4. 18 subjects are now delivered in KS3. The extended KS4 (from Year 9 to Year 11) allows for non-specification content to be delivered within lessons to engage and challenge our pupils, supporting them further in their progression into Post-16.</p> <p>The breadth of the curriculum has also been substantially increased through the addition of a tenth GCSE option and 100% EBacc participation; by an extensive KS4 enrichment carousel; the development of statutory RE; and a minimum of 4 hours per fortnight of Core PE in every year group.</p> <p>In KS4 pupils follow compulsory non-examined enrichment courses. Programmes vary from year to year but currently include courses in art, computer science, drama, ecology, music; art, graphics, music, ab initio Spanish, digital media, textiles; classical civilisation, driving theory, economics, and welding. This is to maintain breadth within the three year GCSE and ensure equality of extracurricular provision to those unable to stay past the end of the school day.</p> <p>Current progress of disadvantaged pupils and QATL data evidences that the curriculum meets and offers ambition for disadvantaged pupils. Participation of disadvantaged and SEND pupils in timetabled enrichment is 100% and high within the extracurricular provision, as evidenced in QATL data.</p> <p>The library forms a central part of the school learning culture. Fortnightly KS3 library lessons are delivered and the librarian supports a wide range of activities including the Bar Mock trials, the Carnegie reading awards; and reading forms a core part of the Ermysted's award, with each subject contributing to and regularly updating recommended subject specific reading material.</p> <p>Accelerated Reader and reading interventions have shown an improvement in reading age and an increase in number of books read. ATA interventions evidenced impact on KS3 identified pupils' Reading Ages. Y10 reading mentors have increased the reading ages of identified Y7 pupils.</p> | <ul style="list-style-type: none"> • Chronicles • Faculty SoLs • Minutes from curriculum meeting with HoFs • Literacy policy and Literacy Audits • Newsletters • QATL data • Curriculum Policy • Subject maps • School strategic development materials • School website <p><i>Languages support for identified pupils to be provided early in the year and delivered within the KS4 carousel. Impact of similar interventions in 2024 results to be evaluated and plans amended accordingly.</i></p> <p><i>English Faculty structure transitional phase to be supported from Sept 2024 with a view to creating a more permanent structure for Sept 2025. Further changes to the English KS3 curriculum and potentially KS4 curriculum are expected 2024-2026.</i></p> <p><i>Accelerated Reader will only be used for Y7 in 2024-25. Booklets to be adapted for Y8 and Y9 to replace AR from Sept 2024 and Y7 from Sept 2025. Reading Age tests to be researched into for 2025-6 to replace AR baseline testing.</i></p> <p><i>Literacy to be a renewed whole school focus for 2024-25.</i></p> |

| Criteria | Current assessment | Sources of evidence | Development |
|--|--|--|---|
| <p>The planning and implementation of the curriculum supports a strong impact on pupils' learning.</p> <p><i>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i></p> <p><i>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</i></p> <p><i>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.</i></p> <p><i>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</i></p> <p><i>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</i></p> <p><i>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment."</i> <i>"The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.</i></p> <p><i>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</i></p> <p><i>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</i></p> <p><i>Any remote education is well integrated within course(s) of study and is well designed to support the wider implementation of the school's curriculum.</i></p> | <p>All staff, under the leadership of HoF have contributed towards extending and refining their SoL with a particular focus on how skills and knowledge are assessed. SoLs have been mapped against the requirements of the national curriculum, and the GCSE and GCE courses contain additional challenge and enrichment. Teachers plan lessons to allow for progression and challenge. Pace is used effectively and teachers adapt teaching in nuanced ways to support learners needs. Lesson observations and book sampling evidence the quality and impact of the teachers' assessment (LW or Book look formally calendared half termly).</p> <p>All SEND pupils follow the same curriculum as other pupils. Typically, the SEND cohort, though small, outperforms the wider year group in attainment and progress.</p> <p>Teachers have strong subject knowledge therefore and receive regular subject-specific development. Subject teachers are chosen for their extensive knowledge and educational expertise. The School has prioritised this aspect of its provision over the years due to the importance it places on the early acquisition of knowledge, skills and understanding (see timetable). Over 99% of lessons in 2024-25 will be delivered by subject experts. QATL records evidence quality of teaching is strong and has been validated externally (Ofsted, LA and SIP reports).</p> <p>Lesson observations and curriculum planning evidence considered choices regarding materials and tools for learning. Shared resources are used to reduce planning workload and to ensure high quality, sequenced and coherent teaching. These are regularly reviewed and adapted (e.g. summer term shared planning sessions.)</p> <p>QATL identified strengths in assessing skills, and knowledge. Recent staff training has focused on supporting pupils' metacognition, which in turn has been built into sequencing and interleaving of SoL and informed the school's approach to assessment of learning. QATL data evidences use of learning sciences (e.g. spaced, block learning, related practice such as interleaving and spiralling, retrieval practice).</p> <p>Bespoke training provided to all pupils on revision techniques and organisation of learning content (Autumn Term 2023). Guidance uploaded subsequently uploaded to the parents' section of the school website and included in revision booklets provided for Y11 and Y13 prior to mocks and summer exams.</p> <p>School regularly audits how literacy is supported in different subject areas. All subjects support Tier 3 vocabulary. Whole school non-negotiables for pupils in speaking and writing introduced Sept 2024.</p> <p>Significant investment in IT has enabled the school to respond quickly and effectively to any periods of remote education.</p> | <ul style="list-style-type: none"> • Appraisal records and training courses indicate CPD needs identified by staff. • Assessment, Marking and Feedback policy • Curriculum policy and other curriculum materials on the school website • Faculty FDPs and evaluations • HoFs evaluative minutes • IDSR • INSET day minutes • Ofsted, SIP and LIA reports • Options materials • Pupil voice surveys • QATL data • Recruitment records • Results analysis • Twilight and INSET agendas • Workforce census | <p><i>Under the direction of HoF, all staff have been engaged in refining identified SoL in their subject area.</i></p> <p><i>Evaluation of development and refinement of SOL to completed by DH curriculum. Actions are likely to include</i></p> <ul style="list-style-type: none"> • <i>final refinements to Creative Arts and Science SoLs</i> • <i>GCSE SoL to be a focus for Languages as this will be a new course</i> • <i>English will have some KS3 units and GCSE units to write due to leadership and course changes. This will continue into 2025-26, pending appointment of permanent Head of English.</i> • <i>RS GCSE SoLs to be a focus for 2024-25, once permanent staff in post</i> • <i>Some History units to be completed in response to recent curriculum changes.</i> <p><i>KS3 Literacy support Y7 from 2023-24 to be evaluated.</i></p> <p><i>Impact of PP and SEND updated passports distributed for 2023-24 by the new SENDCo to be assessed and further training to staff to be delivered 2024-25 to extend and inform best practice.</i></p> <p><i>Evaluate from 2023-24 and embed CPD focus on assessing acquisition of skills and knowledge in the classroom, using QATL data and 2024 results to inform. Built into CPD for 2024-2025</i></p> <p><i>Curriculum adaptations have been made to the KS4 enrichment carousel, for example removing astronomy (now delivered as an extracurricular option) and increasing provision of art and music in KS4. Careers has been instated into Year 9, in addition to IS lessons to further prepare pupils for the extensive Work Experience preparation they receive in Y10.</i></p> <p><i>Whole staff training, including oracy, built into staff training Sept 2024 and will be a key T and L focus. Embedding strategies to assess skills and knowledge remains a focus for 2024-25.</i></p> |

Behaviour and Attitudes

| Criteria | Current assessment | Sources of evidence | Development |
|---|---|--|--|
| <p>The impact of the education which pupils receive is strong, including for disadvantaged pupils and pupils with SEND.</p> <p><i>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.</i></p> <p><i>Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</i></p> <p><i>Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.</i></p> <p><i>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</i></p> | <p>Lesson observations, work scrutiny and assessment data demonstrate that pupils produce high quality work and develop and retain a detailed knowledge of the curriculum. QATL data evidences high challenge and engagement. Behaviour is outstanding and pupils are supported well in becoming independent, life-long learners.</p> <p>Pupil outcomes and progress are very high in relation to national averages. Estimated 2024 KS4 P8 + 0.65 (estimated as 'well above average'), internal estimates suggest KS5 students make good progress too (c. + 0.3 of a grade, possibly 'above average'). No variance is seen in the performance of disadvantaged pupils at any stage.</p> <p>QATL evidence high standards of reading, writing and communication with a strong culture of reading evidenced throughout the school. Reading interventions put in place post pandemic had good impact. Pupils have high quality texts and recommendations available to them in the library and in classrooms. Aspects of the wider curriculum are designed to support development of reading as evidenced by the Carnegie Shadowing Scheme and the Ermysted's Award.</p> <p>Lesson observations, teaching resources and literacy audits evidence the use of academic and specialist language in use across all areas of the school.</p> <p>Destination data evidences the positive impact of the curriculum planning and preparation of pupils for the next stage in their learning. Metrics for the SEND and Disadvantaged cohorts are particularly high. Transition projects have been introduced to support next steps.</p> <p>Extensive Careers programme in place. Compass Tool self-evaluation reflects school regularly performs above national in line with the Gatsby benchmarks</p> <p>Extracurricular participation is higher than pre-pandemic levels with significant increases in music and sport in particular. It also includes Debating, Young Enterprise and D of E. There is high participation in the Children's Lit quiz, The Ermysted's Award reading challenge, Carnegie book awards, UMKT junior, intermediate and senior challenge.</p> | <ul style="list-style-type: none"> • ARR data • Careers policy, action plan, and evaluations • Class Charts • GCSE and GCE results analysis • IDSR • Internal analyses • Library and Faculty records • QATL data • School website • Transition units of work on website: link: https://www.ermysteds.uk/year12induction/ https://www.ermysteds.uk/year13induction/ | <p><i>New appointments for Sept 2024 include experienced physics and history teachers and a supernumerary apprentice teacher. Two ECTs in history and MFL have successfully completed their first Year. Red Kite external provision in place to support ECT programme through UCL with mentors appointed and nct allocated. DHT Lead coordinator. Non specialists continue to be supported in KS3.</i></p> <p><i>The focus training in 2024-25 will be embedding consistency of marking and feedback practice, assessing skills and knowledge, consistency of classroom systems and protocols, and whole school literacy initiatives.</i></p> <p><i>Reflect on performance at GCE and GCSE in light of the 2024 external examination series since the full implementation of the new school curriculum. To include focus on GCE Economics, Politics and RS; GCSE Music, French and German. Continue to review and refine the curriculum offer in light of experiences of the 2024 assessments.</i></p> <p><i>CPD to continue to focus on pedagogy including assessing skills and knowledge acquired. Further investments to be considered (e.g. the PTI) to extend subject-specialist CPD opportunities for staff.</i></p> <p><i>Increase pupil voice to measure impact of careers programme.</i></p> <p><i>Consideration given to the launch of a whole school laptop / iPad scheme in Sept 2025.</i></p> <p><i>Start to bring into alignment with SGHS assessment calendar for KS5. Build into whole staff training opportunities to share best practice in assessment and curriculum planning for KS5 delivery.</i></p> <p><i>Continue KS3 literacy interventions and introduce renewed whole school focus on oracy and writing skills Sept 2024</i></p> <p><i>Adaptations to reading lessons in English will continue into 2024-25, including introduction of an additional lesson in Y9. Form time in Y7, 8 and 9 will also include structured reading.</i></p> |

Behaviour and Attitudes

| Criteria | Current assessment | Sources of evidence | Development | |
|---|---|--|---|--|
| <p><i>In addition, the following apply.</i></p> | <p><i>The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.</i></p> <p><i>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i></p> <p><i>Pupils' work across the curriculum is consistently of a high quality.</i></p> <p><i>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</i></p> | <p>All SoL have been reviewed and adapted to ensure rigour and appropriate challenge.</p> <p>Lesson observations and learning walks show pupils are engaged and motivated.</p> <p>Conversations with HoFs and staff show teachers understand how the curriculum intent is reflected in their practice.</p> <p>The parent and pupils surveys reflect high regard for the quality of teaching and learning experiences.</p> <p>Monitoring and evaluation processes indicate high challenge and motivated pupils. This is reflected in strong outcomes and quality summative and formative assessment evidenced in books.</p> <p>Curriculum SoLs are also mapped against careers, employability and Higher Education opportunities.</p> <p>Outcomes for students are very high in relation to national average. Current progress of disadvantaged pupils and QATL data evidences that the curriculum meets their needs well and offers ambition for disadvantaged pupils.</p> | <ul style="list-style-type: none"> • ARR • Careers policy and links to the curriculum document • Class charts • Compass Tool self-evaluation. • External reports e.g. LA and SIP • Homework records • IDSR • Internal analyses • Lesson observation records • Link governor reports • Parent survey • Pupil survey • QATL Data | <p><i>Significant changes made to the music curriculum, which will need to be evaluated and then embedded in 2024-25. English curriculum changes to be embedded 2024-25 with further changes expected 2025.</i></p> <p><i>KS5 curriculum collaboration with SGHS audited with plans in place for certain subjects for shared specialist teaching for 2025-26.</i></p> <p><i>Assessments evaluated, adapted and in some case re-sequenced in line with SoLs. Further work to complete on this for subjects changing aspects of their curriculum such as Languages, English and, potentially, history.</i></p> <p><i>Pursue plans for aligning teaching resources in specified KS5 subjects with SGHS.</i></p> <p><i>Consistent application of marking and assessment processes to remains a focus. In addition, literacy and addressing individual needs has been identified as an area of focus to embed 2024-25</i></p> <p><i>Embed new processes introduced by SENDCo (appointed 2023-24) leading to further whole staff training and addressing this area of need. PP and SEND initiatives including Pupil Passport to be reviewed with impact measured</i></p> |

Behaviour and Attitudes

| Criteria | Current assessment | Sources of evidence | Development |
|--|---|---|--|
| <p><i>The school meets all the criteria for GOOD in behaviour and attitudes securely and consistently.</i></p> <p><i>Behaviour and attitudes are exceptional.</i></p> | <p><i>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.</i></p> <p><i>Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</i></p> <p><i>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</i></p> <p><i>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</i></p> <p><i>Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</i></p> <p><i>Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).</i></p> <p><i>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</i></p> | <p>Pupils' behaviour around school and in the classroom is excellent. Systems are in place at different levels of leadership to support staff as necessary.</p> <p>There is a strong ethos of reward in the school, supported and encouraged through Class Charts. Pupils receive significantly more positive than negative feedback on class charts. Pupils' pride in their achievements is reflected in their work, but also in prizes received in speech day and during assemblies. There is a high engagement in competitions and the Ermysted's Award.</p> <ul style="list-style-type: none"> • 2021-22 ratio of positive rewards to negative: 88% • 2022-23 ratio of positive rewards to negative: 90% • 2023-24 ratio of positive rewards to negative: 88% <p>There is a supportive culture across the school. For example, KS5 student advisors are linked to lower year form groups, this group has increased significantly in recent years following formal selection processes.</p> <p>The school wide PSHCE programmes, which is linked to a schedule of assemblies led by SLT, educate pupils on values and supporting each other. Pupils are encouraged to report issues and can alert pastoral staff via their form tutor, text, website, anonymous post-box, or by email. Issues are dealt with quickly and effectively.</p> <p>Progress is strong across all groups of pupils and the behaviour of pupils with particular needs at the school is consistently excellent.</p> <p>Attendance in 2023-24 is exceptional:</p> <ul style="list-style-type: none"> • 93.1%, ranked 5 out of 42 peer schools; top 10-20% nationally • 0.9%, 3 out of 42 schools for Unauthorised absence • 0.5%, 2 out of 42 schools for severely absent • SEND Support attendance is top 0-10% of schools nationally • FSM attendance is top 10-20% of schools nationally • EHCP data is suppressed due to size of cohort <p>Suspensions are used but rarely. All pupils receive reintegration meetings. Restorative and reflective tasks often used to support sanction. Reoffending rates speak to the success of this sanction. No exclusions have occurred in the last five years.</p> <p>The house system fosters support and a sense of community; KS5 students play a strong role in supporting activities across the school including during enrichment week, transition days and in form time. Pupils are polite around school and show respect to staff and each other.</p> | <ul style="list-style-type: none"> • Anti-Bullying Policy • Assemblies and PSHCE Schemes • Attendance data • Attendance Policy • AUP • Behaviour Analyses (Sanctions analysis; Class Charts; ATL analysis; Behaviour logs; Pupil, parent and staff surveys) and follow-up (meeting logs) • Behaviour logs, including discrimination analyses. • Behaviour Policy • Behaviour Policy • Case studies • Class Charts • Code of Conduct • Ermysted's Awards • Exclusions analyses • Headmaster's reports to Governors • Minutes from pastoral meetings • Pupil Surveys • QATL analyses • Reintegration meeting logs • Staff Handbook • Student Advisors <p><i>Embed strategies to support staff in tackling LLD, including differentiated strategies for each key stage and on call SLT. Investments have been made in IT hardware to support this initiative.</i></p> <p><i>Return to school routines will reinforce mobile phone and uniform policy, and consistency of classroom protocols</i></p> <p><i>Build further opportunities for staff training on positive reward, positive behaviour for learning and use of Class Charts e.g. see Twilight programme.</i></p> <p><i>Explore methods to encourage greater integration between pupils from different communities.</i></p> <p><i>Continue to prepare regular behaviour analyses and plan follow up action to be taken by the pastoral term..</i></p> <p><i>Build on the successes of the Ermysted's Award and embed the revised School Colours system.</i></p> <p><i>Continue to develop and increase our counselling provision with an aim to support pupil resilience.</i></p> <p><i>Continue and develop use of attendance data to identify cohorts of pupils who are persistently absent; maintain high profile of attendance across school.</i></p> <p><i>Punctuality drive in Sept 2024 to establish expectations for the rest of the year.</i></p> <p><i>Continue to explore alternative sanctions that avoid exclusion eg removal of social time with peers, reflective presentations to SLT, restorative conversations with peers and staff etc</i></p> |

Behaviour and Attitudes

| Criteria | Current assessment | Sources of evidence | Development |
|--|--|--|--|
| <p><i>In addition, the following apply:</i></p> <p><i>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.</i></p> <p><i>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.</i></p> <p><i>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.</i></p> | <p>There is a diverse range of pupils in the school who come from a number of different towns and villages, yet there is a strong sense of community fostered in the school. This is supported by the prefect system at KS5 which provides a supportive network with the rest of the school. Pupil voice is listened and responded to, and their views are valued. For example student council has helped to inform School policies, such as the mobile phone policy. The pastoral system responds swiftly to any issues raised.</p> <p>This commitment is evidenced through pupil active participation in their lessons, their strong outcomes and also in their contribution to wider school life as evidenced by high participation in extra-curricular activities and their achievements within these. For example, the award winning school newspaper ""The Reason"", Ermysted's Awards and the Prizes achieved in Speech Day, high uptake in the Duke of Edinburgh. In addition, large numbers of high calibre students in Year 12 apply to be part of the Prefect/Head Prefect student leadership and Student Advisor scheme, undergoing a rigorous process.</p> <p>Lesson observations and learning walks discussions indicate a highly positive attitudes to learning. Class charts evidences a high frequency of positive rewards.</p> | <ul style="list-style-type: none"> • ATL Analyses • Behaviour and Exclusions analyses • Behaviour Policy • Case studies • Class charts • Form Assemblies and other pupil presentations • LA report • Lesson observations • Prefect meetings • Pupil survey • QATL • Reintegration meeting logs • Results analysis • School and Year Group Councils • Staff survey • Student Advisors • Volunteering within and without school | <p><i>Develop opportunities for different faith groups to take an active role in the school assembly programme.</i></p> <p><i>Maintain pupil-led multi faith prayer room and support regularly attendance across different year groups."</i></p> <p><i>Peer support programmes to be embedded in 2024-25..</i></p> <p><i>The Student Advisors to embed work on the school's anti-bullying approach. Subject mentors in mathematics, humanities and science to continue to support the learning of their peers.</i></p> <p><i>The Volunteering Programme to continue in the Sixth Form in 2024-25.</i></p> <p><i>Further work being undertaken in 2024-25 to support staff in tackling LLD.</i></p> |

Personal Development

| Criteria | Current assessment | Sources of evidence | Development |
|--|--|---|--|
| <p><i>The school meets all the criteria for GOOD in personal development securely and consistently.</i></p> <p><i>Personal development is exceptional.</i></p> | <p><i>The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</i></p> <p><i>The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</i></p> <p><i>The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.</i></p> <p><i>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</i></p> <p><i>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</i></p> <p><i>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</i></p> <p><i>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</i></p> <p><i>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</i></p> <p><i>Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.</i></p> | <p>Quality discussions and debates are held during PSHCE delivery using resources that cover a range of issues. Learning walks and pupil feedback exemplify pupils' ability to relate these issues to their core curriculum. Pupils are well informed. PSHCE programme is fully developed across all three key stages. The programme is delivered in discrete timetable lessons in Years 7 to 11 in addition to the weekly tutorial programme. It is further supplemented by RSE drop down days for Years 8, 10 and 12.</p> <p>The Sixth Form have been provided with a varied and high quality programme of lectures, delivered by external and internal speakers, on site and virtually when necessary.</p> <p>Ofsted Inspectors (2022) found "an outward facing school that prepares pupils well for life in diverse, modern Britain."</p> <p>The School assembly programme has been formalised and aligned to the PSHCE topic of the week. The PSHCE delivery of discrete lessons is by a supported team of staff. Quality, well-planned resources are provided which cover a wide-range of themes. Progression in terms of challenge is evident across the year groups. The PSHCE curriculum is supported through whole school assembly themes that mirror the theme of the week. Pupil and staff voice are positive. Walk through by pastoral staff and SLT show that the PSHCE programme's delivery is effective.</p> <p>There has been real focus in recent years on providing additional support to pupils with additional brought-in services. These include meetings with a youth worker, regular visits from local social prescriptions service, and a spectrum of professional counselling support for groups and individuals. Needs are assessed on an individual basis, the referral system has been modified, and a review process occurs half-termly. The school has a range of levels of support that can be accessed. Referrals 2023-24: internal counsellor: 31; Social Prescribing: 21; NHS Counsellor: 9; CAMHS: 1; Early Help 5. Feedback from pupils and parents is positive and demand for continued support remains strong. A specialist area in the School has been created in which to provide confidential behavioural and emotional support.</p> <p>Student advisor opportunities have been expanded and there is a strong Senior Prefect team. There are pupil-led assemblies as per assembly rota.</p> <p>New pastoral structure in KS4 to ensure smaller form groups and closer monitoring of year groups by the dedicated HoYs.</p> <p>A wide range of extracurricular activities are offered at the school and widely utilised by the pupils. Registers reflect a diversity of backgrounds attending these. The School has had national and local successes in a range of areas including ""The Reason"" receiving a national award for best school newspaper, a range of sporting achievements, and quality music and drama</p> | <ul style="list-style-type: none"> • Assembly rota • Biennial Careers Fair (employer and parent feedback) • Child Protection Policy • Enrichment week timetable and records of numbers participating in events • Equalities analysis • Extra-curricular programme (see calendar) • Feedback from work experience providers • Headmaster's Report to Governors • Parental contact records. • Pastoral records • Pastoral records, including minutes of HoS meetings. • Prize Day and DofE records. • Programmes for the various drop down days • PSHCE and RSE SoL • PSHCE planning documents and teaching resources • Pupil and Parent Surveys • Registers of pupil attendance • School assembly programme and exemplar materials • School council minutes • School website and newsletters • Senior prefect • Sixth Form Lecture Programme and list of external speakers • SMSC Audit • Staff training records • Staff training records. <p><i>The school continues to review and adapt its PSHCE and RSE provision, responding to local and national developments.</i></p> <p><i>The Sixth form lecture programme is being delivered as one lecture per fortnight per year group. The programme will be reviewed and adapted for 2024-25 in light of student feedback.</i></p> <p><i>SMSC is increasingly visible around school e.g. through classroom display and referred to explicitly in lessons. Links to the curriculum to be signposted in the next phase of curriculum planning."</i></p> <p><i>The School's engages proactively with parents and external agencies to support pupils with mental, physical health, and emotional issues. There are real success stories here - all Y11 and Y13 students accessed their 2024 assessments regardless of their individual issues.</i></p> <p><i>Tutor programme to be developed to include specific sessions for reading, PSHCE, form leaders and assembly.</i></p> <p><i>Embed new KS4 pastoral structure.</i></p> <p><i>Embed the Year Group Councils (Student Council) following the recent relaunch.</i></p> <p><i>LGBTQ+ focus group to be developed.</i></p> <p><i>Explore opportunities for different faith groups to take an active role in the School assembly programme e.g. local Imam to have active role in the planning.</i></p> <p><i>Embed staff training in the use of Unifrog as a teaching resource and recording and monitoring tool for careers skills and experiences.</i></p> <p><i>Assemblies on T levels and higher apprenticeships to be organised for KS4. Expand further the growing range of careers paths displayed in subject areas. Expand employer visits into Year 7 and ensure at least 4 encounters with Higher Education providers are built into Y8-11.</i></p> |

Personal Development

| Criteria | | Current assessment | Sources of evidence | Development |
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| | | <p>performances and regular music concerts. Musical and drama talents have been showcased at events such as weekly assemblies, Speech day, open evenings and Year 13 leavers' event. DofE, the Ermysted's Award and the overall programme of extra-curricular activity has been reinvigorated under the leadership of the EVC.</p> <p>Pupils speak with confidence in these areas, which are supported through across the curriculum. SMSC audit supports good coverage across the curriculum which is supplemented by PSHCE programme (overview on website) and Assembly programme. The School was an early adopter of the new RSE curriculum which has been reviewed and refined.</p> <p>Mock elections and School council elections evidence democracy in action. These are overseen by staff who have witnessed pupil leadership and tolerance. For example, student ambassadors' work has contributed to the development of the anti-bullying policy.</p> <p>RSE days focus on respect and diversity and tolerance. Curriculum opportunities have been created to promote understanding of these issues. For example, drop down days in Y8, 10 and 12 focus on tolerance, representation from different faith groups and secularist organisations. Relationships between pupils are good. They speak informatively about different religions and cultures.</p> <p>LGBTQ+ focus and staff training. Increased awareness of LGBTQ issues e.g. through assemblies, the PSHCE and RSE curriculum, and lectures.</p> <p>School refectory now serves Halal meat on a regular basis, alongside non-Halal meat to allow choice, in response to pupil voice and parental requests. A multi-faith room is also available and regularly used by a number of pupils across different year groups.</p> <p>The pupils are provided with a broad and effective programme of careers education. The programme is embedded throughout Year 7 to Year 13 and evidences clear planning to ensure pupils are supported in making decisions ready for their next stage. The School provides above and beyond the statutory requirements. Work Experience is offered in Y10 and in Y12. Very positive feedback has been received by parents, pupils and employers. Support in making options choices has been extended into the end of Year 7 and the start of Year 8. Outside speakers, employers and parents actively support the school to provide quality and wide ranging delivery. Activities such as drop down days and enrichment week also provide meaningful opportunities to explore careers. The KS5 lecture programme provides an extensive range of speakers from careers and higher education. Careers links are also reinforced through the core curriculum as evidenced through enrichment activities provided and clear connections drawn between skills and knowledge acquired and careers opportunities. These opportunities are mapped through the careers plans.</p> | | |

Personal Development

| Criteria | Current assessment | Sources of evidence | Development |
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| <p><i>In addition, the following apply:</i></p> <p><i>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</i></p> <p><i>There is strong take-up by pupils of the opportunities provided by the school. Disadvantaged pupils (including those with SEND), consistently benefit from this excellent work.</i></p> <p><i>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</i></p> <p><i>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</i></p> | <p>Extracurricular take up by BME pupils is high. All PP pupils are funded for core and activities and many of the optional ones too. PP pupils are also provided with additional support for curriculum materials. As a result they make good progress (as evidenced in the IDSR and GCSE results)</p> <p>Ermysted's Award high levels of participation.</p> <p>High numbers of prefect applications and student advisor applications.</p> <p>School has an overview of how enrichment is embedded in the curriculum. PSHCE is coherent and has a high visibility in the school day. Themes for the week are consistent across all key stages. Form tutor time is used effectively.</p> <p>The enrichment opportunities within the curriculum, challenge and pace, breadth of opportunity inspire pupils. This is further supported by the strong pupils leadership, range of extracurricular activities and the values and ethos supported through an effective and cohesive PSHCE and assembly programme. The school knows it has been successful through positive feedback from visitors to the school and from employers. This includes prospective parents in open evening. Parents and external providers are keen to support the school as they enjoy working with the pupils. Shared links and information with local primary and secondary schools through transition visits. Pupils are encouraged to celebrate their successes and those of the school through, for example, Speech Day, Founder's Day and through celebrations of Remembrance Day. Pupils are encouraged to present at these occasions and do so with confidence.</p> | <ul style="list-style-type: none"> • Curriculum planning documentation • Employer feedback from work experience • Equalities analysis • Parent surveys open evening • Prize Day records • PSHCE and RSE SoL • Pupil Premium Statement | <p><i>Use PP and SEND passport meetings to encourage PP and SEND involvement.</i></p> <p><i>Termly LW to monitor PSHCE activities and form time.</i></p> <p><i>Develop further the links with local schools and partnerships.</i></p> <p><i>School to explore provision of specialist expertise, such as in MFL, DT, STEM subjects and PE, reading buddy opportunities and other enrichment experiences to engage Year 5 and Year 6 pupils 2024-25.</i></p> |

Leadership and Management

| Criteria | Current assessment | Sources of evidence | Development |
|---|--|--|--|
| <p><i>The school meets all the criteria for GOOD in leadership and management securely and consistently.</i></p> <p><i>Leadership and management are exceptional.</i></p> | <p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</p> <p>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.</p> <p>Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.</p> <p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.</p> <p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</p> <p>Leaders protect staff from bullying and harassment.</p> <p>Governors/trustees understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p> <p>Governors or trustees ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</p> <p>Safeguarding is effective.</p> | <p>The Governors, the Senior Leadership Team, and subject leaders work together to develop the curriculum in a way that ensures that pupils are appropriately challenged and sufficiently stretched. The approaches are shared with other stakeholders prior to deployment for objective scrutiny and practical considerations. In 2022, Ofsted inspectors commented that: ""Exceptional leaders continually strive to develop and further evolve the school for the benefit of pupils. They have made significant changes to the school over recent years, ensuring that Ermysted's is not only a place for pupils to gain strong examination results, but also to experience exceptional personal development.""</p> <p>The revised school curriculum has now been fully deployed with 100% EBacc compliance in KS4 for two years. The enrichment carousel has been reviewed and modified and ensures all pupils continue with the creative arts well into KS4. The breadth of the KS5 curriculum has been aided by delivery of KS4 enrichment courses and the commitment to ensure the pupils pursue an active lifestyle has had demonstrable impact in the growth and success of school sports. A full PSHCE and RSE programme, with multiple drop down days delivers important content to pupils.</p> <p>The Governors and the Senior Leadership Team need to manage offering as broad a range of subjects as possible at A level against the financial challenges facing the School. A wide ranging collaboration with SGHS is being considered.</p> <p>All teaching staff are encouraged to attend internal and external training during the year and nearly all choose to participate in the peer review process. Performance management targets are tailored to career progression points. The Head of Faculty and Pastoral forums identify whole school and individual areas of need, and CPD is planned accordingly, as well as devolved through Faculty training.</p> <p>Additional non-contact time and regular timetabled meetings within faculties are provided to support continuing professional development and curricular expertise.</p> <p>Learning walks and whole school observations identify areas of best practice and areas of need. These inform whole school priorities and are then addressed in training sessions (See QATL reports and IT-related training delivered in anticipation of and during the periods of remote learning.)</p> <p>New opportunities to learn from colleagues at other providers have been developed within the alliance of Northern Grammar Schools.</p> <p>Pupils' progress is monitored and assessed frequently in order to identify areas of weakness or concern and are offered intervention and support at the earliest opportunity. This has continued throughout the periods of blended learning and remote teaching.</p> | <ul style="list-style-type: none"> Attendance and Retention figures. Audits of Single Central Record by both Ofsted and the Local Authority. Governance Records and School Policies Headmaster's analysis of staffing costs and numbers of students applying to study individual subjects. ITT records Lists of meetings held with parents and external advisors Parental and pupil surveys; careers audit; careers Fair and work experience. Pupil Case Studies. Pupil, Parental and Staff Surveys. QATL records. Record of Governors' training; minutes of Governors' meetings. Records of staff CPD Minutes and resources from Governors' meetings; records of link governor meetings with HoFs; interview recruitment records; overview sheets provided for Governors. Record of workload reduction e.g. through assessment policy, tracking and assessment changes; comparatively small classes and low teaching allocations. Safeguarding policy and case-studies on CPOMs; records of standard recruitment questions; governors finance minutes regarding site safety measures. SLT support for Teaching Staff facing disruptive or challenging behaviour in lessons." SLT, HoF, HoS, faculty minutes Staff Surveys Subject support timetables; intervention meetings and records; provision of additional study support to identified pupils. The minutes of the Full Board and summary financial information are publicly available on the school website. The School's Leadership Team have worked closely with external agencies where appropriate to access support for individual pupils with particular challenges. <p><i>Reflect on the outcomes from the 2024 public examinations, especially where outcomes are weaker than anticipated in the second year of 100% EBacc compliance. Respond accordingly.</i></p> <p><i>Consider how to ensure learning is reinforced and embedded in all subject areas in response to comments in Ofsted inspection.</i></p> <p><i>Continue to support progress in MFL with small classes, FLA time in KS4, and targeted intervention by specialist staff. Review the re-introduction of overseas residential language trips to ensure the pupils take advantage of the opportunity to deepen their knowledge and practice their skills.</i></p> <p><i>Explore the suggestion of co-educational Sixth Form with SGHS.</i></p> <p><i>More staff have been encouraged to participate in the NGSAs conferences. Teaching Staff have found these events to be extremely valuable.</i></p> <p><i>The School has joined the International Boys' School Coalition; only limited investigation of the contacts and resources available has been undertaken to date but there may be opportunities to develop relationships with partner schools overseas for the benefit of both staff and pupils.</i></p> <p><i>Maintain individual guidance for A-Level choices for Year 11 pupils. Expand the staff team to enable more specialism. Use external providers to advertise T-Level opportunities in the locality.</i></p> <p><i>Deliver careers guidance in person through appointments with the independent advisor and representatives at the annual Ermysted's careers fair.</i></p> <p><i>Work with identified families to encourage improved attendance and punctuality.</i></p> <p><i>Budgetary pressures remain with an in-year deficit predicted for FY2024-25 and significant capital investments required to site and infrastructure in the meantime.</i></p> <p><i>New governors expected to join the Board in the autumn. Plan for careful induction.</i></p> |

Leadership and Management

| Criteria | Current assessment | Sources of evidence | Development |
|----------|---|---------------------|---|
| | <p>The School has worked effectively with pupils, parents and external agencies to maximise the number of pupils completing their programmes of study.</p> <p>The use of data capture and monitoring has been reviewed in order to ensure that it is fit for purpose and provides a valuable and effective monitoring tool used in a discerning way rather than being seen as a repetitive chore. Steps were taken to streamline and reduce burdens on staff. Policies have been adapted in light of government recommendations regarding the reduction of workload. (See assessment and marking policy; reporting calendar; staff consultation documents)</p> <p>The ARR calendar has been thoroughly overhauled to ensure a more streamlined and less intense experience for the teaching staff. New software and IT infrastructure was purchased and installed to enable comprehensive electronic communications and greatly reduce the pressure on school administrators.</p> <p>The School regularly consults stakeholders on School policies and decisions. The Senior Leadership Team is proactive in response to issues raised by parents and staff. There are case-studies that evidence this (with AJJ) The school has a supportive culture and takes staff welfare seriously (see points above)</p> <p>The Governance external audit commended the work of the Governors. Meeting minutes also show clear vision and challenge to leaders. The quantity and quality of information provided to the Governing Board is outstanding. The School is extremely proactive in identifying potential concerns or issues to the Governing Board as well as utilising the School's data in detail when reporting on pupils' performance and attainment throughout the year.</p> <p>Governors have been provided with external training and a range of briefing papers in order to ensure that they are fully involved and engaged with matters across the School and its operation from admissions to pastoral support, staffing, budgeting and financial management and planning as well as site maintenance and development. Governors regularly visit the school in person to meet with staff and pupils to triangulate their view.</p> <p>The School has 72 fully documented policies covering all aspects of its operation, which have all been recently reviewed and approved by the Governing Board. Governor links meet with leaders of curriculum, financial and pastoral areas of the school to ask challenging and evaluative questions. (see records of reports to the Governing Board in the minutes)</p> <p>To promote transparency and accountability, minutes of the GB meetings and the School's finances are made publicly available on the School's website.</p> <p>Governors have each completed all aspects of safeguarding and related training, as have all teaching and support staff. The safeguarding governor meets regularly with the DSL to overview</p> | | <p><i>Continue to develop physical measures around the school site to support monitoring and safety.</i></p> <p><i>Ensure adequate staff are deployed in duty teams at break and lunchtime around the site and with the bus queues after school to reduce the risk of incidents occurring. Reinforce with pupils the culture of zero tolerance towards inappropriate behaviour.</i></p> <p><i>Ensure all pupils know where to go and who to approach for help.</i></p> <p><i>Continue to build and maintain relationships with external agencies.</i></p> |

Leadership and Management

| Criteria | Current assessment | Sources of evidence | Development |
|----------|--|---------------------|-------------|
| | <p>safeguarding practice and developments. Governors, the LA Advisor and the SIP met pupils separately to triangulate views of safeguarding at the school. Staff understand the importance of maintaining confidentiality in relation to information pertaining to individual pupils.</p> <p>There is a strong strategic lead of safeguarding. It is integral to the School vision as evidenced through the School Development Plan, Self-evaluation, and training records. Systems have been developed to support this, such as increased site security, the introduction of CPOMs and increased communication with parents through the text messaging service, class charts and parent information events. This has involved some significant financial input. The School has a highly developed programme of pastoral care with middle and senior leaders clearly identified with responsibility for particular year groups or other cadres of pupils (for example, those from minority or disadvantaged groups, or qualifying for Pupil Premium support). This team meets formally every week to consider concerns collectively and act on particular cases where information needs to be shared.</p> <p>Numerous meetings involving staff with pastoral responsibilities are held on an ad hoc basis with pupils and/or parents to offer support or act on individual situations in a timely fashion. Safeguarding and pastoral management are the primary responsibility of member of the Senior Leadership Team.</p> <p>The School has engaged the services of several external professional counsellors to provide additional expert help in the provision of pastoral support for pupils throughout the School. It is recognised and understood that concerns over mental health among pupils at secondary schools are much more widespread than simply associated with academic progress and performance and that the School has a duty of care in a much wider range of young peoples' lives and development, including social interaction etc.</p> | | |

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| <p><i>The school meets all the criteria for GOOD in leadership and management securely and consistently.</i></p> <p><i>Leadership and management are exceptional.</i></p> | <p>The Governors, the Senior Leadership Team, and subject leaders work together to develop the curriculum in a way that ensures that pupils are appropriately challenged and sufficiently stretched. The approaches are shared with other stakeholders prior to deployment for objective scrutiny and practical considerations. In 2022, Ofsted inspectors commented that: ""Exceptional leaders continually strive to develop and further evolve the school for the benefit of pupils. They have made significant changes to the school over recent years, ensuring that Ermysted's is not only a place for pupils to gain strong examination results, but also to experience exceptional personal development.""</p> <p>The revised school curriculum has now been fully deployed with 100% EBacc compliance in KS4 for two years. The enrichment carousel has been reviewed and modified and ensures all pupils continue with the creative arts well into KS4. The breadth of the KS5 curriculum has been aided by delivery of KS4 enrichment courses and the commitment to ensure the pupils pursue an active lifestyle has had demonstrable impact in the growth and success of school sports. A full PSHCE and RSE programme, with multiple drop down days delivers important content to pupils.</p> <p>The Governors and the Senior Leadership Team need to manage offering as broad a range of subjects as possible at A level against the financial challenges facing the School. A wide ranging collaboration with SGHS is being considered.</p> <p>All teaching staff are encouraged to attend internal and external training during the year and nearly all choose to participate in the peer review process. Performance management targets are tailored to career progression points. The Head of Faculty and Pastoral forums identify whole school and individual areas of need, and CPD is planned accordingly, as well as devolved through Faculty training.</p> <p>Additional non-contact time and regular timetabled meetings within faculties are provided to support continuing professional development and curricular expertise.</p> <p>Learning walks and whole school observations identify areas of best practice and areas of need. These inform whole school priorities and are then addressed in training sessions (See QATL reports and IT-related training delivered in anticipation of and during the periods of remote learning.)</p> <p>New opportunities to learn from colleagues at other providers have been developed within the alliance of Northern Grammar Schools.</p> <p>Pupils' progress is monitored and assessed frequently in order to identify areas of weakness or concern and are offered intervention and support at the earliest opportunity. This has continued throughout the periods of blended learning and remote teaching.</p> | <ul style="list-style-type: none"> Attendance and Retention figures. Audits of Single Central Record by both Ofsted and the Local Authority. Governance Records and School Policies Headmaster's analysis of staffing costs and numbers of students applying to study individual subjects. ITT records Lists of meetings held with parents and external advisors Parental and pupil surveys; careers audit; careers Fair and work experience. Pupil Case Studies. Pupil, Parental and Staff Surveys. QATL records. Record of Governors' training; minutes of Governors' meetings. Records of staff CPD Minutes and resources from Governors' meetings; records of link governor meetings with HoFs; interview recruitment records; overview sheets provided for Governors. Record of workload reduction e.g. through assessment policy, tracking and assessment changes; comparatively small classes and low teaching allocations. Safeguarding policy and case-studies on CPOMs; records of standard recruitment questions; governors finance minutes regarding site safety measures. SLT support for Teaching Staff facing disruptive or challenging behaviour in lessons." SLT, HoF, HoS, faculty minutes Staff Surveys Subject support timetables; intervention meetings and records; provision of additional study support to identified pupils. The minutes of the Full Board and summary financial information are publicly available on the school website. The School's Leadership Team have worked closely with external agencies where appropriate to access support for individual pupils with particular challenges. | <p><i>Reflect on the outcomes from the 2024 public examinations, especially where outcomes are weaker than anticipated in the second year of 100% EBacc compliance. Respond accordingly.</i></p> <p><i>Consider how to ensure learning is reinforced and embedded in all subject areas in response to comments in Ofsted inspection.</i></p> <p><i>Continue to support progress in MFL with small classes, FLA time in KS4, and targeted intervention by specialist staff. Review the re-introduction of overseas residential language trips to ensure the pupils take advantage of the opportunity to deepen their knowledge and practice their skills.</i></p> <p><i>Explore the suggestion of co-educational Sixth Form with SGHS.</i></p> <p><i>More staff have been encouraged to participate in the NGSA conferences. Teaching Staff have found these events to be extremely valuable.</i></p> <p><i>The School has joined the International Boys' School Coalition; only limited investigation of the contacts and resources available has been undertaken to date but there may be opportunities to develop relationships with partner schools overseas for the benefit of both staff and pupils.</i></p> <p><i>Maintain individual guidance for A-Level choices for Year 11 pupils. Expand the staff team to enable more specialism. Use external providers to advertise T-Level opportunities in the locality.</i></p> <p><i>Deliver careers guidance in person through appointments with the independent advisor and representatives at the annual Ermysted's careers fair.</i></p> <p><i>Work with identified families to encourage improved attendance and punctuality.</i></p> <p><i>Budgetary pressures remain with an in-year deficit predicted for FY2024-25 and significant capital investments required to site and infrastructure in the meantime.</i></p> <p><i>New governors expected to join the Board in the autumn. Plan for careful induction.</i></p> <p><i>Continue to develop physical measures around the school site to support monitoring and safety.</i></p> |

Leadership and Management

| Criteria | Current assessment | Sources of evidence | Development |
|----------|---|---------------------|--|
| | <p>The School has worked effectively with pupils, parents and external agencies to maximise the number of pupils completing their programmes of study.</p> <p>The use of data capture and monitoring has been reviewed in order to ensure that it is fit for purpose and provides a valuable and effective monitoring tool used in a discerning way rather than being seen as a repetitive chore. Steps were taken to streamline and reduce burdens on staff. Policies have been adapted in light of government recommendations regarding the reduction of workload. (See assessment and marking policy; reporting calendar; staff consultation documents)</p> <p>The ARR calendar has been thoroughly overhauled to ensure a more streamlined and less intense experience for the teaching staff. New software and IT infrastructure was purchased and installed to enable comprehensive electronic communications and greatly reduce the pressure on school administrators.</p> <p>The School regularly consults stakeholders on School policies and decisions. The Senior Leadership Team is proactive in response to issues raised by parents and staff. There are case-studies that evidence this (with AJJ) The school has a supportive culture and takes staff welfare seriously (see points above)</p> <p>The Governance external audit commended the work of the Governors. Meeting minutes also show clear vision and challenge to leaders. The quantity and quality of information provided to the Governing Board is outstanding. The School is extremely proactive in identifying potential concerns or issues to the Governing Board as well as utilising the School's data in detail when reporting on pupils' performance and attainment throughout the year.</p> <p>Governors have been provided with external training and a range of briefing papers in order to ensure that they are fully involved and engaged with matters across the School and its operation from admissions to pastoral support, staffing, budgeting and financial management and planning as well as site maintenance and development. Governors regularly visit the school in person to meet with staff and pupils to triangulate their view.</p> <p>The School has 72 fully documented policies covering all aspects of its operation, which have all been recently reviewed and approved by the Governing Board. Governor links meet with leaders of curriculum, financial and pastoral areas of the school to ask challenging and evaluative questions. (see records of reports to the Governing Board in the minutes)</p> <p>To promote transparency and accountability, minutes of the GB meetings and the School's finances are made publicly available on the School's website.</p> <p>Governors have each completed all aspects of safeguarding and related training, as have all teaching and support staff. The safeguarding governor meets regularly with the DSL to overview safeguarding practice and developments. Governors, the LA</p> | | <p><i>Ensure adequate staff are deployed in duty teams at break and lunchtime around the site and with the bus queues after school to reduce the risk of incidents occurring. Reinforce with pupils the culture of zero tolerance towards inappropriate behaviour.</i></p> <p><i>Ensure all pupils know where to go and who to approach for help.</i></p> <p><i>Continue to build and maintain relationships with external agencies.</i></p> |

Leadership and Management

| Criteria | Current assessment | Sources of evidence | Development |
|----------|--|---------------------|-------------|
| | <p>Advisor and the SIP met pupils separately to triangulate views of safeguarding at the school. Staff understand the importance of maintaining confidentiality in relation to information pertaining to individual pupils.</p> <p>There is a strong strategic lead of safeguarding. It is integral to the School vision as evidenced through the School Development Plan, Self-evaluation, and training records. Systems have been developed to support this, such as increased site security, the introduction of CPOMs and increased communication with parents through the text messaging service, class charts and parent information events. This has involved some significant financial input. The School has a highly developed programme of pastoral care with middle and senior leaders clearly identified with responsibility for particular year groups or other cadres of pupils (for example, those from minority or disadvantaged groups, or qualifying for Pupil Premium support). This team meets formally every week to consider concerns collectively and act on particular cases where information needs to be shared.</p> <p>Numerous meetings involving staff with pastoral responsibilities are held on an ad hoc basis with pupils and/or parents to offer support or act on individual situations in a timely fashion. Safeguarding and pastoral management are the primary responsibility of member of the Senior Leadership Team.</p> <p>The School has engaged the services of several external professional counsellors to provide additional expert help in the provision of pastoral support for pupils throughout the School. It is recognised and understood that concerns over mental health among pupils at secondary schools are much more widespread than simply associated with academic progress and performance and that the School has a duty of care in a much wider range of young peoples' lives and development, including social interaction etc.</p> | | |

Leadership and Management

| Criteria | Current assessment | Sources of evidence | Development |
|--|---|---|--|
| <p><i>In addition, the following apply:</i></p> <p><i>Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</i></p> <p><i>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</i></p> <p><i>Staff consistently report high levels of support for well-being issues.</i></p> | <p>Performance management has taken a strongly developmental approach in recent years, with nearly all members of the teaching staff involved in observing and advising colleagues how to improve practice. Leaders' analysis of performance in September builds in the identification of CPD needs such as opportunities to collaborate with other schools and share best practice. There is a high percentage of experienced staff in the School who teach their specialisms.</p> <p>Close cooperation with similar schools in the BASS group, the Northern Grammar Schools and GSHA, enables school staff to readily access high quality CPD and peer support. Many subject leaders have benefitted from residential courses with the BASS group and disseminate good practice on their return.</p> <p>Staff views are regular sought through the formal staff forums and quantified through anonymous staff surveys.</p> <p>Minutes from SLT, HoF and HoS meetings are shared with all staff. Minutes from governor meetings are published on the school website.</p> <p>A demonstrable reduction in workload can be evidenced over the past few years.</p> <p>Careful consideration was given during the pandemic to staff workload with steps were taken to reduce pressures and to support staff wherever possible; where appropriate these measures have been retained with the return to normal operations.</p> <p>Additional Technician support has been continued in IT, Art, Food, and Science.</p> | <ul style="list-style-type: none"> • Adoption of remote parents' evenings and limited appointments to cap staff time commitment. • PM Records • QATL Reviews • See record of workload reduction e.g. through assessment policy, tracking and assessment changes; comparatively low teaching allocation. • Staff Surveys • Staff training logs | <p><i>Full scale QATL programme reintroduced in 2023-24 with multiple opportunities for staff to observe colleagues and share best practice.</i></p> <p><i>Faculty-led collaborations with the Northern Grammar Schools have been very productive and well-received.</i></p> <p><i>Possible opportunities with the international Boys' School Coalition are an area for further investigation."</i></p> <p><i>Repeat staff survey to determine impact of previous initiatives and invite ideas for additional provision. Recognise the balance between offering ""staff benefits"" and the need to manage the School's budget. Anything which has a cost must be seen to be available to all and to have the potential for widespread appeal.</i></p> <p><i>Maintain increased levels of cover supervision and lunchtime duty staff.</i></p> |

Sixth Form

| Criteria | Current assessment | Sources of evidence | Development |
|--|---|---|--|
| <p><i>"The school meets all the criteria for good in Sixth Form provision securely and consistently.</i></p> <p><i>The quality of sixth-form provision provided is exceptional."</i></p> | <p><i>Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life.</i></p> <p><i>The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i></p> <p><i>The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs.</i></p> <p><i>Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study and is well designed to support the wider implementation of the school's curriculum. Changes may have been made to the intended curriculum to have a short-term specific focus for some or all students. Where this is the case, there is a clear rationale for why it is in those students' best interests, and there is a clear plan for returning all students to studying to their full programme."</i></p> <p><i>"Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.</i></p> <p><i>Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.</i></p> <p><i>The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.</i></p> <p><i>Teachers encourage students to use subject-specific, professional and technical vocabulary well.</i></p> <p><i>Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.</i></p> | <p>Our post-16 students follow an academic pathway, with each student taking three or four A Levels over two years, supplemented for some by the Extended Project Qualification (EPQ).</p> <p>Despite the relatively small size of the Sixth Form, there are 22 A Level courses on offer with very nearly every requested combination being accommodated. The range of the A Level offer has increased in recent years, with Politics and Psychology being introduced, and Art and Classics returning in response to student demand. This has supported a growing diversity in the subjects pursued by students in their post-18 destinations.</p> <p>SEND and Disadvantaged students follow the same courses and perform as well as or better than their peers. Destinations are also equally impressive.</p> <p>Assessment data for the 2024 cohort evidences the students' development of skills and understanding.</p> <p>Lesson observations, work scrutiny, and student feedback speak to the quality of teaching and learning, and the demands of the tasks being attempted by the students and the quality of the work being produced.</p> <p>Students have access to high quality teaching materials, which are often bespoke to their particular needs, and are provided with numerous opportunities to develop their skills and understanding through practical applications, for example, as seen in the high number of practicals in the sciences and the ambition of the fieldwork in geography and biology.</p> <p>Students are largely studying full time each and every day. When not in lessons, students are provided with specialist rooms in which to complete private study, equipped with good supplies of additional A Level and higher textbooks and learning resources, networked computing facilities, and high speed wi-fi. In all private study sessions the students are supervised to ensure that an optimum working environment can be achieved and are often supported by teaching staff assigned to particular sessions.</p> <p>Teachers support students informally every lunchtime around the school and formally in A Level mathematics, economics, biology, chemistry, and physics (the five largest subjects) through timetabled sessions during the week. Peer mentoring takes place informally and formally in many subjects at other times.</p> <p>The pastoral team has regular contact with individuals to support them with issues inside and outside of school. Students have access to a range of levels of support all the way up to the school counsellor and external agencies.</p> <p>The core academic programme is supplemented by a centrally coordinated programme of PSCE, RSE, and Careers, delivered in</p> | <ul style="list-style-type: none"> • Attendance data • Behaviour analysis • Careers Policy • Careers programme, including biennial Careers Fair • Curriculum planning documents • Destination analysis • Extracurricular programme • IDSR, Internal assessment data • Lecture Series Programme • Parent surveys • PSHCE and RSE planning documents • QATL data • SoL • Staff surveys • Student surveys • Third-party careers surveys • Timetable data <p><i>Induct the new Head of Y12 and embed the Sixth Form management structure.</i></p> <p><i>Develop the form tutor programme of activities to encourage high aspirations in the students and prompt them to act earlier in their Sixth Form careers.</i></p> <p><i>Continue to anticipate the needs of our students and deploy the new RSE curriculum. "</i></p> <p><i>Make a punctuality drive at the start of the autumn term and other points in the year where punctuality is weaker to establish and maintain expectations across the year.</i></p> <p><i>Continue to ensure that the availability of Sixth Form students at lunchtime is such that clubs and societies are able to run and peer-mentoring is able to take place.</i></p> <p><i>Consider gaps in learning for students new to the Sixth Form in the autumn term and take appropriate action.</i></p> <p><i>Embed the internal UCAS process to meet the new requirements for HE Applications, especially with regards to the changes to UCAS References for 2024 applicants. Continue to embed the Unifrog platform into the Sixth Form tutor programme. Monitor UCAS for further changes to the application process for 2025 and adapt accordingly.</i></p> <p><i>Develop careers provision to give pupils a greater insight into a range of apprenticeship options through the tutor programme and lecture programme.</i></p> <p><i>Develop the support given for work experience to enable pupils to gain high quality placements.</i></p> |

Behaviour and Attitudes

| Criteria | Current assessment | Sources of evidence | Development |
|--|--|---------------------|-------------|
| <p><i>Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.</i></p> <p><i>Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.</i></p> <p><i>Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.</i></p> <p><i>Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.</i></p> <p><i>The sixth form prepares its students for future success in education, employment or training. It does this through providing unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for good-quality, meaningful encounters with the world of work.</i></p> <p><i>Leaders and staff create an environment in which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.</i></p> <p><i>Students develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education.</i></p> | <p>assemblies, by tutors in form time, and through the Sixth Form lecture programme.</p> <p>Statutory RE is delivered in a series of drop down days and supported by a wide range of secular and non-secular external speakers.</p> <p>Attendance rates are high and consistently so. When issues arise with individual students, the school responds quickly and has developed a range of possible actions."</p> <p>Historically, most students have opted to progress to university after the Sixth Form, but some choose employment and a growing number are choosing higher level apprenticeships.</p> <p>Our careers programme caters for this changing demographic and ensures students have access to the relevant advice and information. This is a continuum of careers advice provision from Year 7 through to Year 13, delivered as part of a coordinated and well-planned whole school programme. As part of their careers entitlement, Year 12 students take a second work experience placement at the end of the year (the other WE placement is in Year 10).</p> <p>Behaviour in the Sixth Form is excellent, characterised by good relationships between the students and between the students and the staff. Rare instances of poor behaviour are dealt with quickly and effectively, and regular surveys of the students seek to tackle potential issues proactively (see the mental health and sexual harassment surveys, for example).</p> <p>Physical education is compulsory and weekly sessions in a wide range of sports are offered to all students. These are popular and many students choose to go beyond this core provision by competing in the various school teams and by using the school's sporting facilities at other times in the week.</p> | | |