



2026-27 Self-Evaluation Form

Ermysted's Grammar School

Summary

The school's self-evaluation continues to demonstrate a strong culture of high achievement, effective leadership and continuous improvement. Outcomes at both KS4 and KS5 remain significantly above national averages, supported by an ambitious curriculum, highly effective teaching and a well-established culture of mutual respect and high expectations. The successful implementation of Phase 1 curriculum collaboration with Skipton Girls' High School has provided a secure foundation for the expansion of shared KS5 provision in 2026-27.

Leadership and governance remain highly effective, with clear strategic direction, robust quality assurance processes and sound financial management. Governors continue to provide both challenge and support, ensuring that school priorities reflect local needs and emerging national developments, including curriculum reform, digital literacy, AI developments, attendance expectations and safeguarding requirements.

The curriculum remains broad, ambitious and inclusive. Curriculum leaders have continued to refine sequencing, assessment and literacy provision, while maintaining excellent levels of participation in enrichment activities. SEND and disadvantaged pupils are well supported through enhanced pupil passports, targeted interventions and increasing levels of in-class support. Attainment gaps remain small and participation in enrichment, careers and wider opportunities remains strong.

Teaching quality is a significant strength. Subject specialists deliver almost all lessons and staff engage positively in professional learning. The introduction of AI training and collaborative teaching work with SGHS has strengthened professional practice. Quality assurance evidence suggests that teaching remains consistently strong across departments, although further work is required to embed literacy strategies, AI literacy and curriculum reform preparation.

Behaviour and attitudes remain exemplary. Attendance is significantly above national averages, and persistent absence has reduced substantially. Restorative approaches are embedded and behaviour data indicates improvements across key measures. The next stage of development focuses on sustaining consistency, expanding pupil voice opportunities and embedding statutory expectations relating to mobile phone use.

Personal development remains a notable strength. Pupils benefit from a comprehensive PSHCE and RSHE curriculum, high participation in extracurricular activities, strong careers education and extensive leadership opportunities. Sixth Form students continue to benefit from collaboration with SGHS, providing an increasingly broad curriculum offer alongside strong pastoral and careers support.

Safeguarding continues to be highly effective. Systems are robust, staff training is comprehensive and collaboration arrangements with SGHS have strengthened oversight and communication. Future priorities include strengthening digital safeguarding, embedding revised RSHE content and maintaining strong safeguarding practice across a growing collaborative sixth-form model.

The table below highlights areas for further improvement and informs the key priorities for the year ahead.

Key development priorities for 2025-26

- **Curriculum collaboration with SGHS (Phase 2 KS5 delivery)**
Rationale: Consolidates successful collaboration, sustains curriculum breadth and staffing flexibility, and ensures consistency of delivery, assessment and safeguarding across both sites.
- **Teaching quality and curriculum reform readiness**
Rationale: Sustains high standards of teaching while preparing staff and pupils for developments in AI literacy, digital safeguarding, literacy expectations and curriculum reform.
- **Staff wellbeing and workload reduction**
Rationale: Builds upon previous improvements and seeks to further reduce workload pressures.
- **SEND and disadvantaged support**
Rationale: Ensures vulnerable pupils continue to achieve highly and benefit fully from enrichment, careers and curriculum opportunities.
- **Parental engagement and communication**
Rationale: Develops strong parental partnerships through improved communication systems, in-person events and online access to information.
- **Safeguarding and digital safety**
Rationale: Maintains strong safeguarding practice while responding to emerging digital risks and new statutory expectations.

A summary of the School's development planning for the year ahead is provided below.

Area	Current Assessment	Evidence	Development Priorities
Safeguarding	✓ Strong safeguarding culture remains embedded. ✓ Collaboration arrangements with SGHS operating effectively. ✓ Staff training compliance remains high. ✓ Pupils report feeling safe. ✓ Effective systems for attendance and safeguarding oversight. ✓ Proactive site safety measures. ✗ Growing digital safeguarding demands. ✗ New statutory expectations regarding online harms, misogyny and mobile phone use.	- SCR. - Recruitment policies. - Attendance & Behaviour records. - CPOMS. - Medical/accident records. - External agency records. - Peer collaboration (NGSA, BASS, GSHA). - LA advisor reports. - Survey outcomes.	- Embed virtual Sixth Form safeguarding protocols. - Strengthen digital safeguarding education. - Implement revised RSHE digital content. - Maintain compliance with revised phone policy. - Provide further staff training using external specialists. - Continue site security improvements.
Inclusion	✓ Enhanced pupil passports established. ✓ SEND and disadvantaged pupils achieve well. ✓ Improved SEND visibility within classrooms. ✓ Strong enrichment participation. ✓ Attainment gaps remain limited. ✗ Increasing complexity of pupil need continues.	- SEND documentation. - Pupil passports. - Attendance & Behaviour data. - Progress analyses, intervention logs. - Pupil Premium report. - Pupil and parent feedback. - Extracurricular provision.	- Embed enhanced pupil passports. - Increase faculty ownership of SEND strategies. - Extend interventions within identified subjects. - Provide further staff training on inclusive practice. - Strengthen enrichment and careers programmes. - Monitor attainment and participation gaps closely.
Curriculum and teaching	✓ Broad and ambitious curriculum maintained. ✓ Successful implementation of Phase 1 SGHS collaboration. ✓ Literacy remains an important curriculum priority. ✓ Curriculum supports SEND and disadvantaged pupils effectively. ✗ Need to prepare for curriculum reforms and revised qualifications. ✗ Increased focus required on reading and AI literacy. ✓ Teaching remains consistently strong. ✓ Subject specialist teaching remains a strength. ✓ Positive impact from AI training and collaborative CPD. ✓ Strong QATL outcomes. ✓ Shared planning supports staff workload reduction. ✗ Further consistency around literacy and assessment approaches.	- Curriculum policy, maps, SoLs. - School website, library, Ermysted's Award. - Reading assessments - Enrichment carousel. - Extracurricular registers. - QATL evidence - CPD records. - Staff feedback. - ECT observations, assessments. - External Red Kite report. - SGHS moderation activities.	- Embed Phase 2 shared KS5 curriculum. - Develop shared assessment and moderation systems. - New focus on writing as part of literacy strategy and embed KS3 reading provision. - Prepare subjects (e.g. Computing) for curriculum reforms. - Develop shared curriculum resources across sites. - Deliver subject-specific evidence-informed CPD. - Implement AI literacy framework. - Introduce streamlined planning and assessment approaches. - Strengthen literacy teaching across subjects, focusing on written element. - Expand cross-site moderation and curriculum leadership collaboration.
Achievement	✓ KS4 Attainment 8: 67.3 (2025), ✓ Progress 8: +0.49 (2024), <i>above national</i>; above local peers. ✓ KS5 attainment: 37.4 points (2025). ✓ KS5 value added: +0.3 (2025), <i>above national</i>; above local peers ✓ Outcomes remain significantly above national averages. ✓ Strong KS4 and KS5 outcomes maintained over time. ✓ SEND and disadvantaged pupils continue to achieve well. ✓ Subjects sustain strong attainment and progress measures. ✓ High-quality pupil work and positive progression to further education, higher education and employment. ✗ NB No KS4 VA data for 2025 or 2026 ✗ Need to maintain high attainment in targeted subjects including English, Humanities and MFL. ✗ Reading outcomes require further development in preparation for mandatory Year 8 assessments.	- Examination outcomes. - Internal assessment data. - Progress measures. - Destinations data. - Work scrutiny evidence.	- Monitor and support high achievement for all pupil groups, especially disadvantaged. - Evaluate impact of new literacy strategies. - Monitor progress in coeducational Year 12 classes. - Review impact of 2025–26 interventions in Y10 and Y12. - Embed and extend pre-exam workshops and wider interventions. - Embed use of revision booklets to Years 7 and 8 and refine those for Y10 and Y12.

Area	Current Assessment	Evidence	Development Priorities
Attendance and behaviour	✓ Attendance remains significantly above national averages and regional averages ✓ Persistent absence has reduced substantially. ✓ Attendance systems are highly effective and supported by strong parental engagement. ✓ SEND and disadvantaged attendance compares favourably with national averages. ✓ Effective attendance oversight now operates across Years 7–13. ✓ Strong pastoral systems. ✗ Persistent absence remains higher than the school's desired level of attendance. ✗ Attendance of identified vulnerable groups requires continued monitoring and support. ✓ Respectful culture and excellent relationships are evident throughout the school. ✓ Behaviour data indicates improvements across key measures. ✓ Restorative practices are increasingly embedded. ✓ Staff confidence in behaviour management remains strong. ✓ High levels of student leadership and responsibility contribute positively to school culture. ✗ Pupil forums and formal pupil voice structures need further development. ✗ Consistent implementation of expectations linked to the mobile phone policy will need monitoring.	- 2025/26 (3 half terms) Attendance - ALL 95.3% vs 92.0% national - FSM 90.8% vs 87.4% national - SEN 90.3% vs 86.2% national - 2018/19 (3 half terms) ALL 95.2% - First decile nationally and regionally - PA ALL (3 half terms) - 2025/26 9.2% - 2024/25 19.3% - 2023/24 24.8% - 2022/23 24.2% - 2018/19 10.6% - Attendance reports. - Behaviour analyses. - Pupil surveys. - Pastoral records. - Peer leadership, mentoring, prefecture.	- Maintain top-decile attendance. - Reduce persistent absence further. - Consolidate attendance oversight for Years 7–13 with new appointment and virtual Sixth Form. - Expand restorative practice training. - Launch pupil forums. - Promote integration among diverse pupil backgrounds. - Embed expectations linked to revised phone policy.
Personal development & wellbeing	✓ Comprehensive PSHE and RSHE curriculum supports pupils' personal development. ✓ High levels of participation in enrichment, leadership and extracurricular activities. ✓ Strong careers education programme aligned with Gatsby Benchmarks and current guidance. ✓ Inclusive culture promotes equality, diversity and respect. ✓ Growing range of employer, university and alumni engagement opportunities. ✗ Increased focus required on online safety, digital citizenship and AI awareness. ✗ Further development needed to align enrichment provision with emerging Ofsted expectations and benchmarks.	- Website, weekly themes. - PSHE programme. - Careers programme, Unifrog. - RSHE/RS drop-down days. - Survey outcomes. - Enrichment programme.	- Evaluate participation in York University PSHE research project. - Integrate new RSHE digital content - Expand faith representation in assemblies. - Review biennial Careers Fair for frequency/reach. - Expand KS3 access to HE, apprenticeships, employers. - Establish Staff Wellbeing Group. - Monitor wellbeing through regular surveys and support programmes.

Area	Current Assessment	Evidence	Development Priorities
Post-16	✓ Broad and ambitious curriculum offer delivered through successful collaboration with SGHS. ✓ Positive student feedback regarding shared provision and transition arrangements. ✓ Strong academic outcomes and excellent pastoral support. ✓ Effective careers guidance and progression to higher education, apprenticeships and employment. ✓ Shared teaching model has expanded curriculum breadth and staffing flexibility. ✗ Further work is required to ensure consistency of assessment, moderation and curriculum delivery across all shared subjects. ✗ Recruitment and retention remain important in an increasingly competitive post-16 landscape.	- Student surveys. - Assessment outcomes. - Transition records. - QATL evidence. - Post-16 destinations data.	- Consolidate Phase 2 curriculum delivery. - Extend moderation to all shared subjects. - Strengthen safeguarding and attendance systems. - Develop shared curriculum resources. - Enhance careers and enrichment opportunities.
Leadership & governance	✓ Strong strategic leadership with a clear vision for continuous improvement. ✓ Most priorities within the 2025–26 School Development Plan were successfully delivered. ✓ Governors provide effective challenge, support and accountability. ✓ Robust quality assurance and performance monitoring systems are well established. ✓ Financial management has reduced the forecast deficit while maintaining curriculum breadth. ✓ Strong collaboration with SGHS has enhanced curriculum and operational capacity. ✗ Future financial pressures require continued careful planning and resource management. ✗ Further development of pupil voice and stakeholder engagement systems is required.	- Strategic plans, performance analyses, QATL docs. - Board minutes, governor reports. - CPD records, performance management. - Stakeholder surveys, focus groups, school council. - Financial records, capital investment plans.	- Deliver 2026-27 SDP priorities. - Embed face-to-face parental engagement. - Strengthen pupil voice systems. - Implement Arbor parental engagement systems. - Maintain financial sustainability while supporting curriculum development and site improvements.