



RIPON GRAMMAR SCHOOL

SELF EVALUATION

2023-2024

[Updated: 14 Sept 2023]

The Context of the School	
Catchment	<ul style="list-style-type: none"> RGS is a maintained community boarding and day grammar school selecting the top 28% of in-catchment cohort The LA admission authority is North Yorkshire County Council The school serves the city of Ripon and a largely rural area with low levels of unemployment and crime. School in Quintile 1 [least deprived] and student base in Quintile 1 [least deprived] About 50% of our students come from Ripon with the majority of others coming from outlying villages. The majority of boarders come from North Yorkshire, though a small number come from further afield, including overseas.
Admissions	<ul style="list-style-type: none"> Attainment on entry is above the average for age 11 – typically 110 [KS2] and 120 [CAT] and the ability profile has remained fairly stable over the last three years. The school is oversubscribed at Y7 and Y12. Entrance testing at 11+ is by two standardised tests – VR and Non-VR. In-year testing and 13+ testing is by three papers- mathematics, English and science. The standard is set at 180 marks over the three papers. Year 12 entry requires a minimum of 6 grades 6 at GCSE. At all levels over-subscription criteria apply – see published policies. At Year 7 there are 4 forms on entry [PAN 117] with students coming from as many as 50 different primary schools. 14 places are reserved for boarders. There are 13 catchment primary schools- 5 in the city of Ripon. At Year 9 there is an additional intake of up to 10 students [PAN 130], which leads to 5 forms. An additional 4 places are reserved for boarders. At Year 12 approximately 55 [of whom typically 25 are boarders] external candidates are admitted into the Sixth Form to create a year of approximately 155-160. Retention of Year 11 students is typically 85-90%. The school has a significant number of boarding students (approximately 90-95) who reside in two houses located on-site. This adds to the cultural diversity of the school with some boarders drawn from national and international backgrounds. Boarding was judged to be “Good” by Ofsted in the last inspection in February 2022. The size of the school means that students are known as individuals and feel supported in a community whilst having the confidence to give of their best.
Curriculum and Co-curriculum	<ul style="list-style-type: none"> The ‘quality of education’ was deemed to be ‘Good’ by Ofsted in 2023. It is broad and balanced; progression to higher education [typically 70-75% Russell Group] is the norm and it meets the needs of the students. There is a wide choice of academic subjects at both KS4 and KS5. The Careers programme is extensive meeting 6/8 of the Gatsby Benchmarks at 100% and 2 at 91% & 81% respectively. Staff contribute to an outstanding co-curricular programme, which allows students to contribute to the wider school community and to enhance self-esteem. Leadership opportunities for students (Charity Week, student focus groups, school officers, school and pastoral prefects, house captains, well-being champions and mentors, sports teams, music, drama) result in a high level of engagement and commitment from students who develop a strong ownership of, and affiliation to, the school community. This is affirmed by high levels of engagement after the students leave (Old Riponians, The Riponian,)
Attainment & Progress	<ul style="list-style-type: none"> Attainment at Key Stage 3, GCSE, and A Level is significantly above county and national averages. The success of students at KS5 provides a progression route towards higher education. Students are self-motivated, independent, confident learners who thrive in a culture of high expectations. Progress is strong at KS5: L3VA is strong – 2022 0.07, 2019 0.14 2018 0.26 - above average [top 15%] Progress is outstanding at KS4: Progress 8 was very high in 2018 [0.98] and 2019 [0.92] -well above average [top 2% of schools] 2022 0.92 [SISRA] and 0.92 [FFT] Progress strong across all groups- boarders/gender/PP/SEN etc. [see data analysis reports]
Pupil Profile	<ul style="list-style-type: none"> Students on Roll: Nov 23: 925 [Day: 89.9% Boarder: 10.1%; Male: 48.5% Female 52.15%] EAL: 6.5% FSM 3.2% Service 4.8% PP: 6.8% SEN: 5.4% - EHCP 3, SEN K 48 Attendance 7-11: Autumn term – 96.3% [Persistent 5.6% authorised 1.6%/unauthorised 0.4%] Exclusions: 2022-23 47 days/41 students
Staff Profile	<ul style="list-style-type: none"> The teaching staff [55.19 FTE – 65 comprising 39 FT & 26 PT] is highly experienced and qualified with the vast majority, including shortage subjects such as mathematics and physics, able to teach their degree specialism. [Non-teaching 31.96 FTE – 51 comprising - 6 FT & 45 PT] Staff turnover is low in comparison to NYCC secondary phase data. 34.7% of leaving staff in the last 5 years have done so to retire [compared with 5.7% NYCC secondary phase] Recruitment of staff is good. Vacancies advertised usually produce a good field of candidates for shortlisting. Staff welfare and workload is taken seriously and strategic changes assess workload impact. Days lost to sickness historically is low – but has risen above the average due to covid. 2022-23 3.4 days per FTE. Non-Teaching 10.8 FTE
Estate	<ul style="list-style-type: none"> Prudent financial management (FMS) provides surpluses for facility development. The school achieves "outstanding value for money" (Ofsted 2012) The school's grounds are extensive, well-maintained and, in addition to their use for games and PE, provide a valuable resource at breaks and lunchtimes. School facilities are very good with many new building projects being completed. A new 3G pitch and changing facility opened in November 2019 and a Pastoral Centre in 2020. There has been significant investment in ICT with a current cycle of major investment in the network to expand WAPs/screens and staff laptops. There are three well-equipped ICT rooms and good ICT facilities in the library and learning centre with broadband access. Remote access to the network has been developed [Office 365] which permits access to learning resources from home.

1. The Quality of Education

Ofsted Grade: **Good**

RGS Grade: **Outstanding- meets all the criteria for good securely and consistently**

	Key Features	Recent Developments 2017-onwards	SDP Priorities
Intent	<p>The school's curriculum intent is rooted in tradition, yet designed to be forward thinking ensuring that the selective intake can achieve and make progress in accordance with their aspirations. The curriculum is bold and coherently planned. It is designed to give breadth and maximum choice to all students, including students with SEND.</p> <p>At KS3, a three-year course meets the needs of the National Curriculum, with 16 subjects taught to give depth and breadth. At KS4, a two-year course offers a core of GCSE English, mathematics and science, an MFL, IT, PE, RE and PSHCE with an additional 3 option subjects from a choice of 14. Between 75-80% enter for the Ebacc [all have access] and typically each student studies 10 GCSEs. At KS5 a two-year course allows students to opt for 3, sometimes 4, A Levels from a choice of 20. In addition, most students engage in the +1 programme and undertake the EPQ. All students participate in enrichment activities.</p> <p>All students (including those deemed to be more vulnerable) have access to the full curriculum and are entered for examinations unless there is significant evidence to the contrary.</p> <p>Subject areas have an appropriate allotted time within the curriculum and have autonomy to devise an approach appropriate to their needs within the constraints of the National Curriculum. The planning is coherent and structured to ensure students develop and embed skills over time. Individual subject assessment templates are provided annually to ensure coherent plans are in place with timely opportunities to inform teaching and learning.</p> <p>There are significant opportunities for students to extend their knowledge within and beyond the classroom to develop the "wider" person including assemblies, cross-curricular days and an extensive programme of co-curricular educational visits. This includes opportunities to develop the "cultural capital" of students. The range of assemblies, work covered in form time/PSE, Sixth Form societies and an intellectually curious cohort drives the development of RGS students as responsible and aware citizens of the future</p>	<p>Curriculum review undertaken [2020-2] including development of whole school curriculum statement and departmental curriculum statements and assessment plans.</p> <p>Updated curriculum statements for each department linked to the whole school statement. Amended and updated schemes of work in departments and adjusted off and on-line learning provision (catch up and adapted curricula are in place for affected students).</p> <p>2021-22 GCSE PE and A Level Politics added to option choices after ongoing discussion about the purpose and relevance of the existing curriculum and whether additional qualifications and opportunities can be introduced.</p> <p>2020 Re-designed A Level programme including +1 element which includes EPQ/IT/volunteering etc. elements.</p> <p>Restructured delivery of 2nd language MFL so that students opt in Year 8 for either Spanish/German [2 periods].</p> <p>2022 Incorporation of PSHCE into curriculum time via a carousel with core RE. Embedded curriculum across all subject areas promotes and develops SMSC, British values, physical and emotional wellbeing and careers education.</p> <p>Work reviews focus on the type and frequency of assessment in relation to the quality and level of work provided to students. Recent review focused on SEND students- curriculum coverage and provision for vulnerable groups.</p>	<p>Embed curriculum mapping at departmental level to ensure curriculums are coherently planned and sequenced to ensure students develop key skills, embed knowledge in long term memory and that assessment is appropriately utilised to inform teachers of student understanding.</p> <p>Ensure that the principles of QFT are embedded within classroom practice so as to ensure consistent and effective provision for the needs of all SEND students.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Implementation</p>	<p>Teachers have a firm understanding of the school’s curriculum intent and what it means for their practice. The vast majority of subjects are taught by subject specialists. Teachers demonstrate deep knowledge and understanding of the subjects they teach. CPD and annual appraisal ensure teaching and learning targets are prioritised.</p> <p>Learning walks/lesson observations demonstrate that teachers plan lessons effectively, making maximum use of lesson time and coordinating lesson resources well. They manage students’ behaviour highly effectively with clear rules that are consistently enforced. They use questioning effectively and demonstrate understanding of the ways students think about subject content. They identify students’ common misconceptions and act to ensure they are corrected. Teachers provide adequate time for practice to embed the students’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of students.</p> <p>Teachers check students’ understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers provide students with incisive feedback, in line with the school’s assessment policy, about what students can do to improve their knowledge, understanding and skills. Students use this feedback effectively. Teachers identify and support students who are falling behind, and enable almost all to catch up</p> <p>Teachers set challenging homework, in line with the school’s policy and as appropriate for the age and stage of students, that consolidates learning, deepens understanding and prepares students very well for work to come. Work scrutiny indicates that a wide variety of homework tasks are set. Planner checks and feedback from parents/students [KR and parental questionnaires] suggest that homework tasks are varied and appropriate. Evidence of stretch for the most able is observed in WS/LW/LO on a consistent basis.</p> <p>Key assessment weeks are planned throughout the year and reporting provides regular opportunities to check on the progress of students. Teachers use assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students. Assessment for Learning strategies are identified as part of lesson observations and there are many examples of high-level questioning.</p> <p>Reporting takes place regularly and there is a full written report for all students from all subject teachers at least once a year. Summaries are produced and shared to ensure there is appropriate information. Parents’ Evenings are well attended and students are encouraged to attend to strengthen the quality and focus of the conversation [either online or in person] Information is provided to parents via regular information evenings and other resources are published [website/SharePoint].</p> <p>Reading is prioritised to allow students to access the full curriculum offer. Reading weeks are planned into the curriculum and supported with department areas. Literacy and Numeracy policies have been agreed across the school and a Literacy and Numeracy coordinator has been in post since 2012. Literacy action plans have been agreed annually and there are clear strategies to support students with specific need, including narrowing any gaps at Year 7 intake. Outcomes confirm very high levels</p>	<p>Maintenance of an extensive and robust QA scheme (including lesson observations, learning walks, departmental reviews and internal assessment weeks) provides evidence of the intent to assess students at regular intervals and ensure that students access the intended curriculum.</p> <p>2022 Transferral of line management of all HODs to Deputy Head with calendared meetings [with HM and AH [TL] as appropriate] to ensure uniformity of curriculum planning and delivery.</p> <p>Establishment of centralised departmental documentation on SharePoint to facilitate QA monitoring.</p> <p>Reform of aspects of monitoring- introduction of IAGs and BMGs to support teacher assessment and student self-evaluation. E.g. purple pen policy</p> <p>A review of the effectiveness and nature of homework has been started [July 2022]</p> <p>Development of remote learning delivery [Teams] to support teaching and learning post lockdown.</p> <p>Completion of SEND action plan- implementation of graduated response strategies and provision mapping across departments.</p> <p>Developments in site accessibility e.g. ramps/stair lifts - to ensure students have full access to the curriculum.</p> <p>New SEND hub to support provision created including sensory room etc.</p> <p>Ongoing monitoring of vulnerable groups and individual students takes place at departmental and whole school level to ensure that opportunities are provided to “catch up”.</p> <p>Comprehensive intervention programme administered from Year 7 onwards.</p> <p>Audited and new curriculum map for PSHCEe programme ensures all issues tackled – RSE/SMSC/careers.</p> <p>Maintenance of strong funding for library provision and staffing to ensure high quality texts/recommendations and library strategies continue to support extended reading opportunities.</p> <p>Investment in IT infrastructure – WiFi, new computers, servers etc. to support Outlook 365/Teams delivery to support effective blended learning delivery during covid lockdowns.</p>	<p>Enhance level of staff training and range of strategies and resources for supporting the needs of SEND students.</p> <p>Enhanced quality assurance of SEND provision via LW, WR and student voice.</p> <p>Ensure that SEND pupil profiles are accurate, updated, effective and implemented.</p> <p>Develop ICT infrastructure and provide staff training to support digital learning and inform development of whole school strategy.</p> <p>Consider balance of demands of school day against CPD with a review of length of school day and retention of flexibility/allocation for time for subjects.</p>
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	of reading, writing, communication and numeracy. Lesson Obs and Learning Walks confirm high quality teaching in these areas.		
Impact	<p>Students develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations [A level and GCSE] that meet/exceed government expectations.</p> <p>Outcomes are consistently outstanding, measured by Attainment and Progress at all levels compared to the National Context. E.g. 2022 A Level 83% A*-B, GCSE 70% 9-7 A8 74.21/P8 0.97. [provisional] Students in vulnerable groups usually achieve in line or better than the average.</p> <p>Students are ready for the next stage of education, employment or training. 2019- KS4- 99% sustained of whom 97% in education, KS5 90% sustained of whom 69% remain in education] 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. A high percentage of students enter higher education – typically 65-70% enter Russell Group institutions.</p> <p>Students love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. Students are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p> <p>Students consistently demonstrate high aspirations [careers department/interviews]. They contribute fully to all reward systems in the school and are proud of their school.</p> <p>Student participation in the wide variety of opportunities available [competitions, debates] etc. is high.</p>	CAGS and TAGS have been conducted appropriately within school and provided realistic outcomes as well as further evidence of strong assessment standards within school	Ongoing support for subject areas to ensure consistency of outcomes through targeted support, curriculum development and monitoring.

Areas to Improve identified from the last inspection, March 2023	Progress
<ul style="list-style-type: none"> Build on the work already achieved to ensure appropriate teaching strategies to support students with SEND are consistently implemented and that key decisions and actions linked to SEND are revisited, refined and revised, providing a growing understanding of the needs of each student with SEND 	<ul style="list-style-type: none"> On going focus via training day [Sept 23] Learning walks in June/July 2023 with focus on SEND

2. Behaviour and Attitudes

Ofsted Grade: *Good*

RGS Grade: *Outstanding: Meets all the criteria for good behaviour and attitudes securely and consistently*

	Key Features	Recent Developments 2017-onwards	SDP Priorities
Behaviour	<p>Student conduct is usually impeccable and reflects the school's effective strategies to promote high standards of behaviour. Recent NYCC reviews observed highly positive attitudes demonstrated by students as they move around site- described twice as 'exemplary'. There are few referrals for any negative behaviours and the number of whole school detentions is low. Students are courteous and respectful to adults and one another. This can still be seen consistently in the way students behave and respect each other.</p> <p>Students are self-disciplined. Incidences of low-level disruption are rare although post-covid there has been a slight increase in poor behaviour in some year groups. Lesson observations and learning walks record that behaviour is positive and students are keen to engage. Students move around the school site with a sense of purpose; they are polite and queue in an orderly fashion. School officers and prefects assist duty staff in managing queues at break and lunchtime; students are co-operative and adhere to school protocols.</p> <p>The setting of clear routines and expectations for the behaviour of students across all aspects of school life, not just in the classroom. Clear and effective behaviour policies, with clearly defined consequences that are applied consistently and fairly by all staff. School works with students with specific needs to improve their behaviour and attendance. The school's response to poor behaviour is fair and reflective. A high value is placed on restorative justice.</p>	<p>Reviewed Positive Behaviour Policy and behaviour pathway with a student version of the behaviour pathway published in the student planner.</p> <p>Staff attended training on behaviour management and recording behaviour – Sept 2019 with updates in 2021 and 22.</p> <p>Bromcom management system used to track and monitor behaviour with appropriate sanctions. Sept 2022 new codes introduced to tackle targeted infringements to pathway as well as lesson withdrawal and SLT on-call system.</p> <p>SENDCO and HOY work collaboratively to support SEN students in terms of behaviour strategies.</p> <p>Personal support plans; behaviour agreements and lesson by lesson report cards are utilised to support individual students – HOY/form tutor/DHP.</p> <p>The students, especially in KS3 benefit from a merit system and certificate system. Sept 2022 - encouragement given to reward KS4 through reward points on Bromcom.</p> <p>2022 appointment of school Welfare Officer to support behaviour and attendance.</p> <p>Weekly monitoring of behaviour data at HOY and SLT level to target intervention by year group/form or individual</p>	<p>Refine behaviour management system to tackle persistent low-level infringements and reduce number/frequency of after school detentions and suspensions, ensuring consistency of application by staff.</p> <p>Clear set of staff and student values where respect underpins all actions, and the application of sanctions is consistent across all staff.</p> <p>Ensure school values statement clearly displayed and understood and used to underpin all sanctions so that they become positive and meaningful.</p> <p>Open Bromcom points system to parents via My Child at School to improve parental engagement.</p> <p>Developed focus on 'behaviours for learning', annexed to school values, which seek to promote positive behaviour and shift focus away from 'negative' sanctions – ongoing review of rewards culture.</p>
Exclusion Suspension	<p>Suspension rates are well below national average. There have been no permanent exclusions in over 10 years.</p> <p>2021-2 saw an increase in suspensions with more instances of child on child abuse – particularly in Years 9-10. However, incidences of repeat behaviour are low.</p>	<p>New exclusion/suspension policy which clarifies procedures for parents introduced and published.</p> <p>Targeted intervention strategies to ensure incidences of repeat behaviour avoided e.g. restorative work, loss of social time, risk assessments etc.</p>	<p>Reduce number/ frequency of suspension through consistency of message/early intervention etc. and use of alternative strategies such as internal isolation.</p>

<p style="text-align: center;">Bullying Data</p>	<p>Students work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.</p> <p>Staff deal effectively with instances of bullying behaviour and/or use of derogatory or aggressive language. Strategies are in place to minimise such incidents in order to build a tolerant community.</p> <p>Data suggests bullying is low within the school but occasional instances do occur. There are infrequent reports of bullying to the pastoral offices and bullying is not tolerated. (HOY records on bullying, KR, Governors' reports and exit interviews, student survey) A high percentage of students report feeling safe in all areas of school [2021 survey- 86%-94%]</p> <p>There is an active school council and they have made contributions in reforming the school's anti-bullying policy. Strategies for dealing with bullying are dealt with in form time, school assemblies and PSHCE lesson.</p>	<p>Development of pastoral team since 2017- 5 HOY to replace Lower/Upper School, full time pastoral support officer, pastoral hub, school counsellor and welfare officer</p> <p>Updated Anti-bullying and Child on Child Abuse policies are available to staff, students and parents and is used to good effect.</p> <p>Restorative work is conducted with students attending HOY detention related to bullying, discrimination, sexual harassment on and offline – DHP and HOY produce appropriate work which supports understanding of the issue and seeks to address negative behaviour.</p> <p>PSHCE programme and tutorials inform students of the need to report any instances of bullying and students are confident that the matter will be dealt with by staff.</p> <p>Weekly analysis of data to inform planning and action- at HOY and SLT level</p>	<p>On-going training and development of school-based systems to tackle all forms of bullying e.g. email to report</p> <p>Development of Grassroots (Anti-bullying) project throughout KS3</p>
<p style="text-align: center;">Discrimination Data</p>	<p>Incidents are quite rare and addressed swiftly with due care and consideration of the subject.</p> <p>Some incidences of derogatory sexist/homophobic/racist language are reported in upper KS3 and KS4 specifically.</p> <p>Data available on Bromcom. Incidents logged with NYCC. Perpetrator is encouraged to reflect and actively address their behaviour – pastoral team exploration of the impact of action. Where appropriate and with consent of parents, restorative work is conducted.</p>	<p>Anti-discrimination action plan in development and implementation</p> <p>Focus on discrimination in assemblies</p> <p>Weekly analysis of data to inform planning and action- at HOY and SLT level</p>	<p>Re-statement of school values throughout school</p> <p>Ongoing message in tutor time/PSHCE and through assemblies</p>
<p style="text-align: center;">Attendance Data</p>	<p>Students value their education and rarely miss a day at school. No groups of students are disadvantaged by low attendance.</p> <p>Recent attendance data for 2021-2 records absence to be slightly higher- typically 93% rather than a norm of 96-97% - due to covid. Small but growing evidence of school avoidance due to anxiety factors post covid. Where individuals require support, it is provided through internal [counsellor/WiMT] and external agencies. HOY work with parents/guardians to improve attendance. The support of external partners e.g. Early Help is given due care and consideration.</p> <p>Unauthorised absence remains very low – 2021-2 0.3% and persistent absence 17% - below national average of 34%. SEN attendance is typically lower than the school average but above national rates.</p> <p>A strong focus on attendance and punctuality so that disruption is minimised. Students out of lessons minimised- controlled via exit cards etc.</p>	<p>Attendance is monitored by the Welfare Officer and HOY at regular weekly pastoral meetings.</p> <p>Appropriate strategies to improve attendance are being established at individual/form/year level to ensure persistent absence is kept as low as possible.</p> <p>Sept 2022 - new strategies in place to tackle lateness to school – e.g. detention system</p> <p>Lesson by lesson registration introduced in 2018. Welfare officer monitors registers. Students with exit cards monitored. Students out of lessons kept to minimum.</p> <p>Current attendance for 2022-3 at 96.7% and persistent at 6.2%. Late strategies reducing late arrivals- though target remains for 6th Form.</p>	<p>On-going monitoring and intervention where required. Embed intervention work of Welfare Officer e.g., late procedures to reduce Sixth Form late arrivals</p>

Attitudes to learning	<p>Students love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. Students contribute to the wide variety of opportunities available [competitions, debates]</p> <p>Students are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. They receive and act upon feedback to develop their knowledge and there is increasing evidence of intellectual curiosity and resilience</p> <p>A positive and respectful school culture in which staff know and care about students. Wide range of extra-curricular opportunities (Surveys and School website)</p> <p>Lesson observations and learning walks confirm that there is a wide variety of feedback used. Oral feedback and assessment are a strength in many lessons.</p> <p>Some weaker attitudes to learning exemplified in some year groups resulting in low level disruption.</p>	<p>Students are known to staff and receive support from team of form tutors, HOY, pastoral support officer, school welfare officer and senior staff. The students can identify an adult they can talk to if they need to talk or have a concern – observation/student survey.</p>	<p>Ongoing teaching and learning focus on 'learning behaviours'</p> <p>Focus on behaviour codes. Data analysis used to tackle low level disruption and intervene at an early stage.</p>
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Progress against previous inspection	
Areas to Improve identified form the last inspection, March 2023	Progress
<ul style="list-style-type: none"> Ensuring staff speak appropriately to all students, irrespective of ability 	<ul style="list-style-type: none"> Message to all staff at training days etc. Management advice where appropriate

3. Personal Development

Ofsted Grade: *Outstanding*

RGS Grade: *Outstanding: Meets all the criteria for good in personal development securely and consistently*

	Key Features	Recent Developments 2017-onwards	SDP Priorities
Personal development beyond the curriculum	<p>Extensive focus on building students' confidence and resilience by providing opportunities for personal development to prepare students for their adult lives, teaching them how to engage with society.</p> <p>Numerous opportunities for students to engage in co-curricular activities, including DofE, Bewerley Park, water sports and ski trips, World Challenge, fieldwork visits, music [many ensembles] drama [2 performances each year as well as house drama], sport [extensive programme and fixture list of major and minority sports], societies [see list], volunteering and work experience at Year 10 and 12. Extensive trip programme. Large number of cultural opportunities with local community e.g. links with Ripon cathedral, Ripon City of Sanctuary.</p> <p>Large range of house activities e.g. sport/drama/debating etc. encourage broad participation.</p>	<p>Post-covid recovery in co-curricular programme – resumption of school societies/trips etc.</p> <p>Good levels of success in sport/music drama etc. e.g. school productions such as Billy Elliot, Little Shop of Horrors, Beauty and the Beast etc. Many concerts both internal and external e.g. Festival of Nine Lessons and Carols in Ripon Cathedral. High rates of participation and elite performance also.</p> <p>Appointment of 15 school officers to support different aspects of school life, heads of house and staff house co-ordinator.</p> <p>New house initiatives- debating, house music, general knowledge etc.</p> <p>New facilities to support e.g. fitness suite, 3G pitch.</p> <p>Minority sports developed- lacrosse, equestrianism etc.</p>	<p>Improved monitoring of co-curricular participation to ensure as wide a range of students are accessing as wide a range of activities as possible.</p>

<p style="text-align: center;">SMSC</p>	<p>Leaders promote equality of opportunity and diversity for students and staff, so that the ethos and culture of the whole school prevents direct or indirect discriminatory behaviour as best it can.</p> <p>Leaders, staff and students do not tolerate prejudiced behaviour and prioritise dealing with matters as quickly and effectively as possible.</p> <p>Students' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in the wider society and is promoted through the curriculum and co-curriculum e.g. PSHCE/assembly programme etc.</p> <p>Departments audit their unique contribution to SMSC to ensure there are regular references to SMSC matters.</p> <p>Instances of bullying, racism, homophobia [records] are dealt with quickly.</p> <p>Curriculum subjects contribute to students' personal development including PSHCE and RE.</p> <p>Whole school events add to student SMSC- Commemoration in Ripon Cathedral, whole school act of remembrance [Nov], charity week- augmented by assembly messages.</p>	<p>Whole school assemblies and form tutor programme frequently address wide ranging issues with the intention of developing better global citizens [assembly plan].</p> <p>Whole school assemblies support the social development of the students by presenting a range of different topics. PSHCE and form activities challenge the students to reflect on themselves and others.</p> <p>Extension of PSHCE into KS4 curriculum enables clarity of coverage of key topics.</p> <p>Culture of equality is consistently modelled and promoted across the school [LW, LO, etc.]. Wide range of student-led groups developed [Equalities Council etc.]</p> <p>Departmental documentation centralised to allow effective monitoring of SMSC in each subject area.</p>	<p>On-going promotion of school based values across school site via monitors/posters- Respect Growth Support agenda.</p>
<p style="text-align: center;">British Values</p>	<p>Staff model and promote British Values and these values are embedded in lessons, form time activities, the PSHCE programme and the assembly programme.</p> <p>'Fundamental British values', which include democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith are covered in the curriculum e.g. PSHCE Year 7 & 8 lessons and assemblies.</p> <p>There have been no incidents of extremist behaviour in the past 5 years.</p>	<p>British values are explicitly addressed in Year 7 & 8 PSHCE lessons and links are made with subjects' delivery [see departmental SEFs]</p> <p>Development of British values in assembly time.</p> <p>Departmental documentation centralised to allow effective monitoring of 'British values' in each subject area.</p>	<p>On-going promotion which seeks to integrate matters in the news with British values e.g. climate change, ecological responsibility, constitutional change etc.</p>

RSE	<p>RSE is covered effectively through the PSHCE programme supported by tutor time/drop down days in line with statutory guidance.</p> <p>Issues addressed include sexual harassment, safeguarding risks (including risks online), issues of consent and what constitutes a healthy relationship both online and offline.</p> <p>Student feedback from the 'Growing up in North Yorkshire Survey' enables PSHCE and pastoral leaders to review RSE periodically and identify those areas which are pertinent to the students, school community and setting. The data from Y8, Y10 and Y12 highlights specific needs of RGS students and enables RSE programme to be adapted to the student priorities.</p>	<p>A whole school audit of curriculum subjects, pastoral time, assemblies and off timetable days was conducted in 2019-2020, The audit has facilitated the production of a curriculum map for RSE/PSHCE across years 7-11 and enables gaps on provision to be identified and addressed in the light of RSE statutory guidance summer 2021.</p> <p>Subject leaders and pastoral leaders collaborated with Head of PSHCE to signpost aspects of PSHCE delivered via the curriculum and tutorial programme. The mapping exercise has enabled middle leaders to identify links in provision in curriculum and pastoral programme and identify where additional provision via drop down days/external agencies is required so a comprehensive and progressive programme of RSE is accessible to all students.</p> <p>North Yorkshire Lead Adviser facilitated a training session for all staff in January 2021: RSE and support for students' emotional health and well-being.</p>	<p>On- going review and development in order to adjust to curriculum time at KS4.</p>
PSHCE	<p>Students' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p> <p>PSHCE is well established at KS3 (timetable) and now at KS4 and is assessed regularly.</p> <p>On-going audits of provision ensure the curriculum is relevant and up to date.</p> <p>Students have responded well to PSHCE delivery at KS3 in survey data and through student voice..</p>	<p>For 2022-3 PSHCE has been incorporated into the timetable alongside CORE RE as a carousel of lessons and is supported by a well-planned form tutor programme at KS4 and assembly programme [assembly material].</p> <p>Many sixth form societies/clubs (e.g. amnesty, feminism, Mandarin, debating) are student run and explore moral and social issues – these are open to all students.</p> <p>2021-2 appointment of HOD PSHCE extended control of curriculum into KS4.</p>	
Character Education	<p>Developing students' values is a key aspect of our ethos. We continuously support our young people so that they can be successful in their school and adult life. Ensuring our students leave RGS with the qualities of respect, leadership, motivation, resilience, self-control, social and emotional skills and communication skills is integral to our curriculum model.</p> <p>An active tutorial programme supports students to help them develop as well-rounded responsible citizens with a focus on character education. (LO) (LW)</p> <p>The assembly programme covers aspects of character education and provides reflection opportunities.</p> <p>There are lots of opportunities for students to develop their moral compass and develop character- Bowerley Park, DofE, sport/drama/music/trips, leadership opportunities etc. See SOCS calendar.</p>	<p>Extension of leadership opportunities at sixth form - expansion in school officer team, creation of pastoral prefects, wellbeing champions etc.</p> <p>Individual initiatives too numerous to list but include: forest school, poetry festival, music links with Ripon Cathedral, concerts, sport, drama, house activities, trips, societies, debating, gardening and ecological initiatives ...</p> <p>School Council, form prefects, uniform shop initiative etc. see RGS News for further development.</p>	<p>Consideration of leadership opportunities in middle and lower school- e.g. extension of house positions or junior school officer positions etc.</p> <p>Increased focus on RGS Learning Behaviours across the curriculum to ensure that teaching and learning aims to develop character (along with knowledge and skills).</p>

<p style="text-align: center;">MH&W</p>	<p>Leadership is constantly mindful of student wellbeing and seeks to support students through a range of initiatives, which make the school a caring and nurturing place to learn.</p> <p>PSHCE programme designed to incorporate topics related to student mental health and wellbeing</p> <p>Mental Health and Wellbeing is included in the Tutorial programme and the PSHCE programme.</p> <p>A range of professionals can be accessed for support such as the school health workers, counsellor, HOYs, pastoral support officer as well as external agencies – Compass Buzz, HCT, Early Help etc.</p>	<p>The Assistant Head [Boarding] established as Mental Health Lead.</p> <p>Appointment of pastoral support officer in 2019 and school counsellor 2021</p> <p>The school has also engaged with the Tees Esk and Wear Valley NHS Trust to provide additional counselling support and training. Also 6 staff trained in mental health first aid.</p> <p>Mental Fitness Week – to raise awareness of the stigma around poor mental health and to raise awareness of where to get help and support</p> <p>Appointment of Sixth Form School Welfare officer to help raise student awareness of the issues associated with poor mental health. Also deployment of mental health champions. Issues addressed in assemblies/enrichment etc.</p> <p>Whole staff training from Compass Buzz for level 1 Mental Health First Aid [2019] HOY received level 2 Mental Health First Aid training by Compass Buzz, two staff now mental health champions- L3.</p>	<p>On going development of MHW through MHW action plan.</p> <p>Completion of Healthy Schools Award</p>
<p style="text-align: center;">Student Voice</p>	<p>Student voice is highly valued and students are provided with numerous opportunities to express their views and opinions. Through having a voice, students can develop personally and this helps to build confidence and prepare young people for roles in society.</p> <p>Student Voice is a strong – the School Council represents the student body and makes a contribution to the life of the school.</p> <p>Students lead assemblies focusing on their chosen issues, enabling them to share their ideas with the whole school.</p> <p>See Student Voice audit for further exemplification.</p>	<p>An active school council meet regularly to discuss issues they feel passionately about. There is a cross section of the school community represented on the council. Minutes are circulated to the HM.</p> <p>2021-2 formation of Equalities Council.</p> <p>Enrichment Officer to develop enrichment programme.</p> <p>School officers are democratically appointed in the sixth form to represent the views of their peers and these students meet regularly with the sixth form staff team.</p> <p>During pastoral reviews and subject reviews students’ opinions are sought to create an accurate picture of each department area.</p> <p>SEND student voice survey and parental survey completed.</p>	<p>Student survey planned for December 2023 and KR survey 2024.</p> <p>Greater use of School Council to gather student views.</p>

Careers and Guidance	<p>High quality, impartial careers guidance helps students to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.</p> <p>There is a significant and well-established careers programme that starts in Year 7.</p> <p>Year 9 careers programme delivered through PSHCE in spring term to support option choices + individual guidance by referral and at parents evening. Students have an opportunity to attend local careers events and seminars.</p> <p>Year 10 careers programme includes tutorials on work experience options, One week work experience including debrief, preparation of job applications and CVs, and practice interviews</p> <p>Year 11 careers programme includes tutorials on full range of options delivered by an external and a school careers adviser, tutorials on careers and course research skills including research and additional sessions on apprenticeships and FE college courses [e.g. T Levels] for interested students, RGS A level subject fair (6thForm), letters and supporting information to parents and students (also on website and SharePoint), individual face-to-face careers guidance appointments with qualified careers advisers for all students prior to making post-16 choices with follow up interviews for students requiring additional support and guidance in spring term</p> <p>Use of the Gatsby Benchmarks to inform the careers programme</p>	<p>2020 appointment of Enterprise and Work experience co-ordinator.</p> <p>Development of online and virtual careers fairs and support.</p> <p>OR career links to support Year 13 leavers etc.</p>	<p>On going development of careers provision to ensure Gatsby benchmarks met at all levels</p>
Pupil Premium	<p>Pupil premium students make outstanding progress and achieve in line with their peers.</p> <p>Support for FSM students [SLT lead] and initiatives are evaluated; consultation with parents to ensure focused and timely support. Governors evaluate policy [Govs minutes].</p>	<p>Appointment of school counsellor- runs regular sessions with service children</p>	

Progress against previous inspection	
Areas to Improve identified from last inspection, February 2012	Progress
<ul style="list-style-type: none"> • Non identified 	

4. Leadership and Management

Ofsted Grade: Good

RGS Grade: Outstanding: meets all the criteria for good in leadership and management securely and consistently

	Key Features	Recent Developments 2017-onwards	SDP Priorities
Leadership Expectations	<p>Senior and middle leadership within the school set and maintain consistently high expectations for <i>all</i> students and in all matters of academic attainment, behaviour and attitudes to learning, personal development, conduct and appearance.</p> <p>The SLT provide effective leadership of middle management through chairing their respective committees and teams, being SLT link to departments, conducting departmental and pastoral reviews, learning walks and work review, and through their day to day actions across the school campus. Departments and pastoral areas are subject to a process of review in addition to an annual review of results.</p> <p>A strong team of experienced middle leaders- heads of departments and pastoral heads of year, support the academic and pastoral ethos of the school.</p> <p>Day to day interactions with students at all levels of management is exceptionally strong. Moral and spiritual leadership is exemplified through teaching, taking assemblies and a physical presence across the school day.</p> <p>Encouragement of a reflective culture which encourages all staff to share their ideas on school development. Staff student relationships are strong. There is a culture of mutual respect and acceptance within the school.</p>	<p>The school is a community based on the following values: Respect Growth Support to develop the following sub-values- <i>Moral Integrity; Kindness and Care for others; Curiosity; Aspiration; Empathy; Equality and Inclusivity; Community Focus.</i></p> <p>Experienced, strong and dedicated SLT comprising Headmaster, 2 Deputy Heads [Curriculum, Pastoral] and 3 Assistant Heads [Sixth Form, Boarding, Teaching and Learning]</p> <p>2021- Appointment of Director of School Operations [DSO] responsible for day to day running of the school's finance/estate functions.</p> <p>SLT have regular weekly team meetings and individual fortnightly/monthly meetings with the HM. SLT roles are clearly delineated.</p> <p>Strategic Development Team [SLT and Inclusion Manager] is focused on middle to long term strategic development and which meets fortnightly.</p> <p>Restructured pastoral system with 5 HOY and pastoral hub with dedicated HOY assemblies etc.</p> <p>Strategic Planning has a singular focus on improving outcomes for students at all levels and abilities by creating a positive and inspiring learning culture, an inclusive and supportive ethos, underpinned by a strong values-led community.</p>	<p>On going commitment to developing middle leader training and ensuring ethos and values of school continue to be consistently presented by all members of the school community in a leadership position.</p> <p>Consideration of roles and wider professional support offered by teachers on the UPS</p> <p>Evaluation of workload of middle leaders to ensure they have sufficient time to carry out essential tasks as well as contribution to school vision</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Continuous Professional Development</p>	<p>Professional development of staff is seen as a high priority by the school. The budget is set to enable CPD to be effectively resourced.</p> <p>The Assistant Head Teaching and Learning’s responsibility for CPD reflects the school’s view that exceptional learning is linked to good teaching. CPD is mapped to ensure statutory training is undertaken as well as training is linked to appraisal outcomes.</p> <p>Departments have a strong culture of sharing of good practice through departmental meetings, mutual support and observations where possible.</p> <p>Mentoring and coaching can and have been deployed were necessary.</p> <p>Appraisal is designed as a developmental process, with annual targets linked to student attainment, departmental and personal objectives.</p>	<p>Training days and twilight training have been planned so that they focus on the development plan’s priorities e.g. CPOMs rollout, Office 365/Bromcom/’growth mind-set’/gender identity/autism/dyslexia. Some department meetings are timetabled to allow directed training.</p> <p>External training is focused on developing skills in terms of academic and pastoral leadership.</p> <p>Membership of the YSA provides opportunities for additional experience and membership of subject hubs. Staff are encouraged where possible to visit other schools to develop ideas.</p> <p>Encouragement has been given to staff undertaking NPQML/NPQSL/NPQBC/NPQLT/NPQLTD etc.</p> <p>TLRs are awarded for specific teaching and learning projects e.g. literacy.</p>	<p>Review to develop more effective blocks of time for CPD sessions- e.g. consideration of school day and directed time budget for review in 2022-23</p> <p>Fully implement, review and refine new approaches to appraisal for teaching staff (performance management and CPD) – to include greater 360 element and collaborative approaches to CPD.</p> <p>Consider whether similar reform of appraisal processes are necessary for non-teaching staff.</p> <p>More targeted quality assurance processes that strike a balance between earned autonomy and accountability.</p> <p>Strengthen and fully exploit links with external networks such as YSA and Northern Grammar Schools.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Parents and Local Community</p>	<p>Parental engagement is strong and supports the school very well. Parental opinion is sought through a variety of means to inform practice. Communication with parents is exceptionally strong and extensive.</p> <p>Parents exhibit their engagement through high attendance at parent’s evenings, support for music and theatrical productions, attendance at school events such as prize-giving, support for sports teams etc.</p> <p>Many parents offer their support for the school by joining the Friends, supporting careers interviews, mock interviews, music productions and sports coaching or regularly contributing to the Activities Fund to support co-curricular activities.</p> <p>Parents are highly involved in the school’s governance and many give up significant amounts of time to support development initiatives.</p> <p>There are strong links with the community exemplified by engagement with such bodies as cathedral, city council, Ripon Together as well as student engagement in volunteering and community service. Members of the public are often invited to attend school events such as prize giving, sports day etc.</p>	<p>The Friends of Ripon Grammar are highly supportive in their fundraising and activities to develop student engagement.</p> <p>Parental views are regularly sought via surveys [online consultations, Kirkland Rowell] and governors also meet with Year 9/12 parents to ask their views.</p> <p>Excellent communication is exemplified though the website, Headmaster’s letters, regular leadership emails, a monthly ‘RGS News’ publication, Riponian, Facebook. Twitter etc. The school employs a Marketing and Publicity Officer to celebrate student success.</p> <p>The school calendar is a comprehensive tool that keep parents fully up to date with school events.</p> <p>The school makes its extensive facilities available for hire and the 3G pitch is governed by a community use scheme.</p> <p>The Old Riponians are an active and supportive body.</p> <p>Membership of City of Sanctuary status.</p> <p>Ongoing development of links with catchment primaries- HM visits, STEM initiatives etc.</p>	<p>On-going development of parental links to ensure clarity of school development to make parents aware of current issues facing education</p> <p>Development of a fundraising campaign to re-engage parents with the school post lockdown.</p> <p>Development of OR community to support school development e.g. fundraising, careers, archives.</p> <p>Development of FROG platform to widen access opportunities for FSM at 11+</p>

<p style="text-align: center;">Staff Mental Health and Wellbeing</p>	<p>Leadership is mindful of staff wellbeing and seeks to support staff through a range of initiatives which make the school a humane and inspiring place to work.</p> <p>Opportunities are sought to manage workload where possible without impacting on student outcomes.</p> <p>School developments and any new initiatives give due regard to workload impact.</p> <p>High quality staff Induction programme and support for ECT.</p> <p>Staff absence through sickness is low- typically 1/3 NYCC secondary phase average. Staff attendance is managed by the bursar, HODs and DSO.</p> <p>Recruitment and retention is very good. A high proportion of staff leave the school to retire [35% in last 5 years] or for promotion [17.4%]. Most parallel moves are due to family circumstances.</p> <p>The staff council meets to support staff welfare initiatives.</p>	<p>Mental health and wellbeing is the responsibility of the Mental Health Lead who can provide access to support services, arranges the annual mental health week, and plans training days with mental health and wellbeing afternoons. There is a governor with specific responsibility for staff welfare.</p> <p>Several initiatives have been developed to manage workload such as advice on marking, revision sessions, monitoring of cover etc.</p> <p>Staff wellbeing and workload have been discussed at staff meetings [2 per year] and also by the staff council. Directed time budget is closely monitored.</p> <p>Staff PPA is maintained at 12.5% with one period also for sixth form study and opportunities to staff enrichment reduce workload. Rarely cover used rarely and monitored. Additional non-contact time [1 period] has been given to core department HODs- science/maths/English and Dirs Sport/Music Reporting points have been kept to a minimum. Additional posts have been created to reduce workload- EPQ/pastoral support officer/welfare officer/MFL KS4 co-ordinator etc.</p> <p>RGS working towards the Wellbeing Award and five Wellbeing Champions created to support staff wellbeing.</p> <p>Management have supported all requests for flexible working e.g. part time requests.</p> <p>Additional initiatives include- staff access to the pool, half term treats, end of year gifts supported through OR funds.</p>	<p>A communication protocol is in development to ensure information is disseminated in as effective a manner as possible.</p> <p>Renewed focus on staff wellbeing through planned redevelopment of staff room, access to facilities, utilisation of OR and governor- accessed funds to support new initiatives</p> <p>Create more opportunities for meaningful collaboration between colleagues – initially via CPD programme, but to also consider structure of school day</p>
<p style="text-align: center;">Inclusion & Pupil Premium</p>	<p>The school is an inclusive community which, within the context of a selective education, seeks to support all students to aspire and achieve.</p> <p>Pupil Premium is effectively used and its impact carefully monitored by the Assistant Head [Teaching and Learning].</p> <p>Inclusion is the responsibility of all senior leaders, working alongside the Inclusion Manager.</p> <p>A very low number, if any, of students utilise off-site alternative provision. Where this has been used it has been in the best interests of the student. No student on this pathway</p> <p>Students with a learning need are recognised early and appropriate support is put in place to support them.</p> <p>Internal surveys e.g. sixth form review report high levels of inclusivity.</p>	<p>There have been no permanent exclusions since the last inspection and instances of fixed term suspensions are very low – though the number has risen of late and this is being actively monitored.</p> <p>Pupil premium students make good academic progress. The governor’s Curriculum Committee scrutinises its use and impact.</p> <p>The vast majority of students take 10 or 11 GCSEs. Occasionally some students take fewer subjects but this is only agreed after careful and considered thought to support the best needs of the student. Appropriate support is provided.</p> <p>Attendance is very good- absence and persistence absence is in the lowest 20% of all schools.</p>	

<p style="text-align: center;">Safeguarding</p>	<p>Safeguarding is effective. Leaders and managers create a culture of vigilance where students' welfare is actively promoted. Students are listened to and feel safe.</p> <p>Staff are trained to identify when a student may be at risk of neglect, abuse, grooming or exploitation and how to report their concerns.</p> <p>Leaders work effectively with external partners to support students who are at risk or who are the subject of a multi-agency plan.</p> <p>All staff work to protect students from radicalisation and extremism. Leaders respond swiftly where students are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge students' views and encourage debate.</p> <p>Health and Safety systems are highly effective and serious breaches investigated. Regular monitoring of H&S issues are reported to the H&S Committee.</p> <p>Safeguarding meets statutory requirements (Ofsted 2012 and Ofsted SCIF 2022) NYCC visits confirm safeguarding is effective. Recent SCR check completed.</p> <p>SLT lead (overseen by nominated governors) ensures school is up-to-date with legislation via regular CPD/bulletins.</p> <p>All staff have read and understood [monitored by a test] KCSIE (Part 1). Governors have all read and understood [monitored by a test] KCSIE.</p> <p>The school works closely with external agencies as appropriate (CAMHS, LADO, Early Help, social care, school nursing service) as well as employing own school health worker.</p> <p>Assembly and tutor programme, PSHCE and RS lessons, promote British Values/SMSC and raise awareness of other cultures/beliefs. RE syllabus encourages debate. Incidents of bullying and discriminatory behaviour are low.</p>	<p>Members of SLT have all completed up to date safer recruitment training.</p> <p>SCR is complete and up to date and subject to annual checks by a designated governor.</p> <p>2022 Safeguarding Team established and DDSL extended to 2 in addition to DSL.</p> <p>Safeguarding bulletins developed for staff and parents.</p> <p>Updated safeguarding page on website.</p> <p>Greater visibility given to DSL team across school site- posters/monitors etc.</p> <p>2021 onwards - active and extensive use of safeguarding software [CPOMs]</p> <p>Recent Ofsted inspection for boarding (Social Care) confirmed safeguarding measures meet statutory requirements (Ofsted 2022).</p> <p>Annual safeguarding audit undertaken by DSL.</p> <p>There is a developing awareness from staff/students raised through assemblies/debates.</p> <p>Considerable investment has been made in the last 3 years to site security- fences/CCTV/access codes etc. and duty staff have lanyards/whistles/walkie talkies etc. Students made aware of 'stranger danger' through tutor time. Increased presence of duty staff team and improved monitoring of entry/exit points. Lockdown and fire drills completed for 2021-22</p> <p>Staff have all undergone Channel/Prevent training.</p> <p>Recent visits [June 22] by community police officer has given assemblies to all years on county lines issues.</p> <p>Created and updated site security risk register Large developments in site H&S- see register</p>	<p>Ongoing monitoring of bullying/discrimination data with updates to SLT to track progress/trends over time.</p> <p>Progressive development of site security as per risk register- new fencing/gates/CCTV etc as resources allow.</p> <p>Further development of Welfare officer role to support the monitoring of student attendance and behaviour.</p> <p>Successful integration of an additional member on the safeguarding team.</p>
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Governance	<p>Governance is effective, mixing an appropriate level of support, oversight and guidance where necessary.</p> <p>Governance rigorously hold the school to account in terms of student attainment, staffing, finance, utilisation of SEN and PP funding etc.</p> <p>Governors are deeply engaged and supportive of the school and give considerable amounts of their time in the role.</p> <p>The skill set of the governing body is broad and balanced.</p> <p>Leadership of the governing body is highly effective with a very experienced chair and vice chair.</p> <p>Governance fulfils all its statutory responsibilities. Self-review, training and skills auditing is integral to their work.</p> <p>The Full Governing Board meets 4 times each year and is well supported by sub-committees: Curriculum, Admissions, Pastoral, Boarding, Finance and Personnel, Premises. Full minutes are kept and stored on the RGS cloud.</p>	<p>The FGB and its sub-committees scrutinise the day to day work of the school through detailed analysis of data covering all aspects of school performance- student attainment, pastoral data, financial data etc. School leadership- SLT, pastoral and boarding leadership are present when required. Full minutes are available. The FGB receives a regular HM report and have opportunities to raise questions.</p> <p>Governors are responsible for the ethos and strategic direction of the school. In the last two years there have been 3 strategy meetings to discuss the SDP, fundraising, and training.</p> <p>Governors regularly support the school outside of the work of committees E.g. Estates Development Group, staff recruitment, attendance at school events etc.</p> <p>Governors seek feedback regularly from members of the school community (staff, parents and students) - via informal meetings and surveys (Kirkland Rowell)</p> <p>Clerk to governors appointed</p> <p>Completion of NYCC health check outlined some minor amendments and procedural changes</p>	<p>Fulfilment of Health Check report- e.g. HR governor, ensure minutes detail holding to account, schedule of monitoring activities.</p>
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Areas to Improve identified form last inspection, March 2023	
Areas to Improve identified form last inspection, March 2023	Progress
<ul style="list-style-type: none"> Ensure staff and students have a clear understanding of their high expectations for the implementation of the behaviour policy 	<ul style="list-style-type: none"> Work with individual colleagues SLT on call rota Bromcom opened up to parents

5. Sixth Form Provision

Ofsted Grade: Outstanding

RGS Grade: Outstanding: meets all the criteria for good in sixth form provision securely and consistently

	Key Features	Recent Developments 2017-onwards	SDP Priorities
Curriculum	<p>We offer a stimulating and challenging academic curriculum which is designed to encourage independent learning and intellectual curiosity within a safe and supportive environment, and to allow all our students, including those with SEND or additional needs, to achieve their aspirations beyond school.</p> <p>We offer a flexibility of approach to studies through our Learning Pathways whereby students may opt to study 3 or 4 A Level subjects with an additional 'Plus One' enrichment programme for those studying 3.</p> <p>We provide a supportive approach for those transitioning into their Sixth Form studies, starting with our Induction process and transition work, underpinned by a programme of regular monitoring and guidance throughout the two years of their study, and by the supervised study periods allocated to each Lower Sixth student as part of their timetable.</p> <p>Students are taught by subject specialists, and in most cases by two teachers per subject, ensuring a variety of teaching styles.</p> <p>Study skills sessions as part of enrichment sessions and the Plus One programme.</p> <p>Development of the breadth of the curriculum by the addition of Politics from 2021.</p> <p>EPQ and IT qualifications available for all students.</p>	<p>Course Guide and student feedback / surveys Enrichment programme and Plus One Library sessions.</p> <p>Dedicated Plus One Co-ordinator employed to oversee and develop this programme.</p> <p>Pastoral Action plans are updated for each student at each reporting point, shared between tutors, students and 6th Form Link.</p> <p>Academic and pastoral review opportunities for L6 into U6 in September, with action plans shared with parents, students, tutors, teachers and boarding where relevant.</p> <p>Academic and Pastoral review considers L6 students of concern in November. Action plans and strategies shared with parents, students, tutors, teachers and boarding where relevant.</p> <p>Departmental Reviews. Lesson observations, Learning walks, student interviews etc.</p>	<p>Continued opportunities for students to undertake additional and complementary qualifications such as Pre-Teaching awards, EFL, OU, IT qualifications etc.</p>
	<p>Our students are aspirational and ambitious, and display high levels of engagement and motivation in terms of their learning. They enjoy challenge, and set high standards for themselves and their teachers.</p> <p>High percentage of university applications including Russell Group, Oxbridge etc. as well as Degree Apprenticeships.</p> <p>We encourage super-curricular learning through opportunities for all students to undertake EPQs, MOOCs, a Digital Marketing programme, academic essay competitions and student run societies.</p> <p>Friday academic enrichment sessions include a variety of stimulating and thought provoking themes, from study and research skills to presentations by universities and Gap Year providers.</p> <p>Strong working relationships between teachers and their students are a feature of our school, and are very frequently mentioned in student feedback.</p> <p>Peer support is an important part of our culture of leadership.</p> <p>Study skills sessions both as part of enrichment and pastoral time, and built into the Plus One programme. Regular surveys of student experience to examine trends across time. Enjoyment of learning and strong working relationships with teachers a regular feature in comments.</p>	<p>EPQ materials and guidance available online for all students to access, and Plus One students to work through. All L6 have the benefit of watching U6 EPQ presentations, and essays available to look at in Learning Centre. The use of Project Q software, and a broadening of recruitment of supervisors has supported and streamlined the EPQ process.</p> <p>List of University Essay Competitions published annually to all L6 students – entries encouraged; recent winners and highly commended.</p> <p>Super-curricular reading developed through Plus One and Enrichment, including MOOCs and wider reading.</p> <p>Student-led societies meet weekly, and often include visiting speakers, and regular contact with alumni.</p> <p>Sixth Form Language Champions appointed to champion languages for younger students.</p>	<p>Further engagement of student voice as part of subject focus, providing positive opportunities for communication of feedback and student experience / worries. Consider development of Subject Champions</p> <p>Exploring opportunities to develop our training of students in online interview techniques – possibly collaborating with other Sixth Forms</p> <p>Development of a Competitive Entries Programme including early identification of prospective applicants in Y11 (and Y10)</p> <p>Further development of EPQ programme to ensure high numbers take the qualification; sufficient and trained assessors; clear timescale and programme.</p>

<p style="text-align: center;">Personal Development</p>	<p>A fundamental aspect of our Sixth Form is that we expect our students to be leaders and role models within the school community from day one, engaging in lunchtime supervision from the first few weeks onwards, and undertaking volunteering opportunities to support and mentor younger students; to lead student societies and House projects; to act as ambassadors for the school, and to apply for roles as School Officers and Prefects in due course, which involves a rigorous selection process.</p> <p>This focus on leadership and service to the community is integral to our ethos, as is a firm emphasis on respect for others. Our House programme, Charity Week project, House Drama etc. all present opportunities to develop leadership skills, as do a range of personal development opportunities such as Young Enterprise, Prince’s Trust, DoFE, Bar Mock Trial, RYLA project etc.</p> <p>Wednesday afternoon enrichment offers the opportunity to engage in co-curricular activities from sport and music to art, Young Enterprise and Prince’s Trust, to DoFE etc. Students may also volunteer in the wider local community such as in schools and care homes, veterinary practices etc.</p> <p>The Friday enrichment sessions also offer opportunity to explore attitudes to gender, sexuality, race and religion, and these are often highly effective as student-led sessions.</p> <p>Student voice is an important aspect of our Sixth Form, and in addition to our team of School Officers who represent a multitude of different facets of the school, we have an influential School Council, Sixth Form Committee and Equality Council.</p> <p>Students have regular opportunities to share their views and ideas through a variety of surveys from Sixth Form, Careers, Boarding and Governors, and our Sixth Form student voice has been very influential in recent years in discussion around environmental and social justice issues, as well as school uniform.</p> <p>Strong relationships with tutors and pastoral team who support personal development.</p> <p>Our Plus One programme for those studying three A Levels includes a requirement to volunteer in mentoring or supporting younger students within school, as well as charities and other organisations within the local community.</p>	<p>Development of School Officer team from 5 to 15, now including important representative roles for Boarding, the four Houses, Equalities, Environment, Community, Publicity, Welfare, New Students and Enrichment.</p> <p>Student volunteers in lessons and in the community (key part of Plus One programme) including as peer mentors and Well-being Champions.</p> <p>Student Societies – student led, covering a range of topics, both academic and co-curricular.</p> <p>Sixth Form Committee, Equality Council and School Council are all important examples of student voice.</p> <p>All Plus One student in 2021-2022 volunteer within school, with the vast majority undertaking several such roles. Our aim is that 100% should also have arranged volunteering roles within the local community – this was 75% in 2021-2022 due to remaining Covid restrictions within organisations. Presentations to all students on Safeguarding in the workplace and in their volunteer work. Discussion of</p>	<p>Further development of the Friday Personal Development Programme in light of review and feedback from stakeholders.</p> <p>Development of leadership opportunities for Sixth Form students, supporting an inclusive community which is rooted in respect and kindness to others. Sports Ambassadors as a further way to engage Sixth Form students in leadership roles.</p> <p>A clear focus on the promotion of good mental health both through Enrichment and Pastoral Sessions and the roles of the Sixth Form team. Likewise, the appointment of School Officers to lead on Welfare and Wellbeing, as well as Community links both within and beyond the school. Further work by School Counsellor with group sessions – e.g. in build up to exams etc.</p> <p>Encouragement of resilience through identification of a range of quality resources to support on a range of topics accessible online, and via QR codes</p>
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Careers and Higher Education	<p>Our dedicated Careers Department ensures that impartial careers guidance is available to all students throughout their time in Sixth Form. Individual or family appointments are made both by self-referral and by direct pastoral referral at any time, and there are specific tutorials in form time on Career planning, and the range of Post 18 options.</p> <p>The Careers department organise mock interviews with an external interviewer for every Lower Sixth student. We run a work experience week for all Lower Sixth form students in the summer term, ensuring that they have opportunities to experience the workplace.</p> <p>The Careers department run a range of sessions on key skills such as CV writing and developing employability skills, and ensure a range of opportunities for direct contact with external sources of careers advice such as universities, employers, RGS alumni at organised events such as RGS careers evenings, careers club etc. · START profiles which can develop into their careers.</p> <p>6th form careers programme includes impartial careers guidance available to all students throughout the year through individual appointments with careers adviser by referral and self-referral, autumn tutorials on career planning spring tutorials on range of post 18 options, enrichment sessions on developing employability skills e.g. CV writing, practice interviews, and opportunities for direct contact with external sources of careers advice e.g. universities, employers, RGS alumni at organised events such as RGS careers evenings, careers club, Old Rips, etc</p>	<p>All L6 students have external interviewers in mock interviews in Autumn term.</p> <p>Sessions on alternatives to university delivered to all form groups in L6.</p> <p>Annual Careers Fair, Higher Education evening, MMI Interviews, Oxbridge support, Study Abroad Roadshow, Apprenticeships Fair, UCAS convention, University Open Day visits, Work Experience week etc.</p> <p>Frequent liaison with alumni, including regular events where alumni return to speak to current students to inspire and offer advice. Successfully re-awarded the Quality in Careers Standard (March 2020) .</p>	<p>Additional development of support programme for Degree Apprenticeships.</p> <p>Exploration of additional opportunities for online work experience etc.</p> <p>Additional support for HOC in managing the Careers Programme</p>
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Progress against previous inspection	
Areas to Improve identified from last inspection, March 2023	Progress
<ul style="list-style-type: none"> None identified 	

5. Boarding

Ofsted Grade: Good

RGS Grade: Outstanding: meets all the criteria for good in boarding provision securely and consistently

	Key Features	Recent Developments 2017-onwards	SDP Priorities
Academic progress	<p>Boarders are aspirational and ambitious, and display high levels of engagement and motivation in terms of their learning.</p>	<p>Boarders are allocated a House Tutor within boarding. Tutor groups are vertical to enable whole-house integration. Weekly 121 sessions and group sessions once every half term.</p> <p>Academic progress is monitored through these meetings.</p>	<p>Ensure there is consistency in the interaction of tutors and students (identified as an area of development by the SWOT analysis produced after the 2023 Boarding Review).</p> <p>Ensure that there is a tracking of regular contact home (not just relating to behavioural issues but also successes and achievements). The strengthening of relationships with parents will benefit staff when it comes to discipline and support afforded.</p> <p>Ensure that underachieving students have the opportunity to set targets relating to the use of prep time, approach to study skills and other areas.</p> <p>Ensure that data is used effectively to review the boarders as a cohort and individual boarders when compared with their peers both in school and in the boarding house.</p>
Behaviour and Attitudes	<p>Boarders develop skills and strategies to manage their own conflicts and difficult feelings through developing positive relationships with staff.</p> <p>There are clear, consistent and appropriate boundaries for boarders.</p> <p>Boarder's achievements are celebrated and appropriately rewarded. Their day-to-day needs are met, such as routine, privacy, personal space, nutritious meals and enjoyable mealtimes.</p>	<p>Boarding handbook written and updated by HSM and Assistant Headteacher</p> <p>Weekly meeting: Assistant Head [Boarding], HSM and DHM to monitor behaviour</p> <p>Positive Behaviour Policy updated</p> <p>Student forum meeting/surveys completed</p> <p>Destination File completed</p> <p>Celebration events each month</p> <p>Rewards system in both houses</p> <p>Merit systems – positive behaviour policy. File: Food forum/menu and feedback from students</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Development</p>	<p>Boarders are able to build trusted and secure relationships with the adults who are looking after them. Staff know the boarders well, listen to them, spend time with them, protect them and promote their welfare. Boarders are able to develop an appropriate sense of belonging. They make progress and have a range of positive experiences.</p> <p>The experience of staying at the school enhances boarder’s life opportunities. For boarders with the most complex needs, staff are able to evidence the sustained benefit they have had in making a difference to the lives of boarders in their care</p> <p>Boarders are supported to develop their independence according to their individual needs Boarders enjoy access to a range of social, educational and recreational opportunities, including activities in the local community, as appropriate, irrespective of any disability they may have. They are able to participate in after-school activities, community-based activities and school trips and holidays. They are supported to engage in faith-based activities if they wish.</p> <p>Boarders are treated with dignity and respect. They experience care and help that are sensitive and responsive to their identity and family history including age, disability, ethnicity, faith or belief, gender, gender identity, language, race and sexual orientation. The care and help assist them to develop a positive self-view and to increase their ability to form and sustain positive relationships and build emotional resilience and a sense of their own identity. They also help them to overcome any previous experiences of neglect and trauma.</p> <p>Plans and risk assessments are timely and address effectively any known vulnerabilities each child may have. Risk assessments are known to the staff team and regularly reviewed and updated. Boarders are supported to take age-appropriate risks as part of their development of independent living skills.</p>	<p>Student survey House Tutor Records Student forums/boarders’ council minutes. Minutes of staff meetings Personal care plans/CYPS Risk Assessments GCSE/AS/A2 results and destination information Termly/annual school & boarding reports Intervention records and homework supervision system in boarding houses. Intranet filtering system –age specific. Well established phone and bed time routines. Students surveys – Office 356 Forms Student & Parent Handbook File: Policies Tutorial system/student records/personal care plans. PSHCE programme / tutorial programme in boarding and in main school. Student access to house mobile phone. Personal mobile protocol in each house. Overseas boarders’ access to skype/Wi-Fi. Both houses dedicated email re: parental contact. Food file: menu/NYCC nutritional guidelines NYCC risk assessment documentation used for all staff in boarding. Review of individual risk assessment pertaining to activity. Deputy Head - termly audit of risk assessment files Bespoke boarding-tutor package focusing on: Growth Mind-set, Resilience and Skills-based learning supported by a structured programme delivered by House Tutors. Topics to be included: · Digital Footprint/Awareness of Online Safety · Revision Strategies · Effective Goal Setting · Dealing with Conflict · Coping with Failure and Success · Challenging Negative Thoughts · Interview techniques/Successful communication with others · The Importance of Resilience</p>	<p>To provide a more enriching weekend programme to foster growth of students through a variety of meaningful experiences aimed specifically at termly boarders.</p> <p>To develop outreach and community links to improve the boarding experience</p>
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Leadership and Management	<p>Senior and middle leadership within the school and boarding houses set and maintain consistently high expectations for <i>all</i> students and in all matters of academic attainment, behaviour and attitudes to, personal development and growth mind-set, conduct and welfare.</p> <p>Safeguarding is effective. Leaders and managers create a culture of vigilance where students' welfare is actively promoted. Students are listened to and feel safe.</p> <p>Staff are trained to identify when a student may be at risk of neglect, abuse, grooming or exploitation and they report their concerns.</p> <p>Leaders and managers develop and maintain professional relationships between the school and partner agencies that ensure the best possible care, experiences and futures for boarders.</p> <p>Managers and staff receive regular and effective supervision focused on boarder's experiences, needs, plans and feedback. Supervision is recorded. There is support and challenge, including through team and management meetings, to ensure that professional development of staff and leaders results in the right environment for good practice to thrive. The emotional impact on staff of the work is recognised and managed well by leaders and managers.</p>	<p>Experienced team of leaders managers worked in variety of boarding school settings – evidence staff file.</p> <p>Feedback from parents/students</p> <p>Case studies former students and Outcomes for boarding students.</p> <p>Staff appraisal documentation</p> <p>Ethos in both boarding houses</p> <p>Appraisal documentation</p> <p>Changes in the boarding environment</p> <p>Proactive CPD</p> <p>Liaison with local partners – Healthy Child Team, Compass, Boarders and Young Peoples Services, Safeguarding Board.</p> <p>Work with other boarding schools and members of BSA</p> <p>Introduction of Early Help – September 2019 and training on LAC Jan 2020</p> <p>Minutes of boarding meetings. House meetings with boarding staff. Boarding house action plans Staff appraisal and training plans. Staff welfare system using NYCC system.</p> <p>Improvements in house security and fire safety extensive since 2017.</p>	<p>Leaders should strengthen the auditing of medication, to provide an accurate understanding of any current or potential issues. [Ofsted]</p>
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Progress against previous inspection	
Areas to improve, identified from last inspection, February 2022	Progress
<ul style="list-style-type: none"> • Accounting procedures for control of medication • Screening Johnson House • Improve fabric of houses- School House 	<ul style="list-style-type: none"> • Adjusted procedures and training implemented • Screening- planting added • Phase One of 4 year refurbishment plan in School House complete • New showers in Johnson House- complete

6. Overall Effectiveness Grade 1

	Key Features	Exemplification and Evidence Used
Quality of Education	<ul style="list-style-type: none"> Broad and balanced curriculum High quality teaching and learning Students development of deep knowledge and understanding of subjects Confident and assured learners 	<ul style="list-style-type: none"> Curriculum Intent and subject POS/SOW Teaching experience and lesson observations Student outcomes in all areas ISDR Internal and external progress indicators Destination analysis
Behaviour and Attitudes	<ul style="list-style-type: none"> Good conduct and high standards of behaviour Low levels of bullying/exclusion/discrimination etc. reported High levels of attendance Positive attitudes to learning 	<ul style="list-style-type: none"> Observations of student conduct in all areas School data- attendance/behaviour etc. Policies and procedures implemented Student activities/involvement in co-curricular activities – participation rates
Personal Development	<ul style="list-style-type: none"> Strong values led community with students prepared for modern life Effective delivery of PSHCEe and RSE Developed student voice and inclusive culture Effective and extensive careers/work experience programme 	<ul style="list-style-type: none"> Conversations with students Policies, procedures and teaching Student involvement and inclusion Career and university outcomes RGS News etc.
Leadership and Management	<ul style="list-style-type: none"> High level of strategic planning and implementation Embedded CPD programme linked to appraisal Strong parental engagement and community links Supportive environment for staff Inclusive community and effective safeguarding Strong governance 	<ul style="list-style-type: none"> Development planning documentation CPD and appraisal process Events, fundraising, parental support Wellbeing initiatives Training, processes and policy Governor meetings/minutes and day to day support
Sixth Form Provision	<ul style="list-style-type: none"> A challenging curriculum which encourages intellectual curiosity and independence Strong and effective Careers and UCAS guidance programme A wide range of opportunities for personal and leadership development, available to all Sixth Form students A caring pastoral environment in Sixth Form students are known and supported as individuals, and in which their progress and wellbeing is carefully monitored and encouraged. 	<ul style="list-style-type: none"> Student outcomes; feedback; lesson observations, learning walks etc. Plus One and EPQ programmes. Friday Enrichment sessions adapted in response to cohort requests/current affairs Student feedback and onward destinations Leadership opportunities Student feedback; departmental review; individual action plans and tutor 1:1 sessions / ongoing monitoring by Sixth Form team.
Boarding	<ul style="list-style-type: none"> Aspirational and high achieving students Positive and supportive relationships within the Houses High levels of personal development A supportive and effectively managed boarding environment 	<ul style="list-style-type: none"> Student outcomes and student feedback Student conduct and supportive staffing Surveys, tutor records, boarding reports Parental engagement and staff communication Experience team of boarding staff and effective CPD

