

# SELF-EVALUATION FORM FOR SECONDARY SCHOOLS (WITH AND WITHOUT SIXTH FORMS)

Name of school: Torquay Boys' Grammar School

Unique Reference Number (URN): 113556

Submitted on: 18/05/2010

## PROTECT - SELF-EVALUATION

### Section A: self-evaluation

#### Introduction

Welcome to your self-evaluation form

The self-evaluation form (SEF) is designed to:

- assist you in your own self-evaluation, and
- be used as a basis of the inspection of your school.

Please refer to Ofsted's *Self-evaluation form guidance* before completing or submitting your form. The guidance sets out:

- the purpose of the SEF
- when to complete the form
- how to fill the form in
- structure of the form
- terms and conditions for submitting your SEF to Ofsted.

The full guidance can be accessed as a complete document in the frequently asked questions (FAQs) section of this website.

The information from the guidance on how to complete each question can also be accessed when you fill-in your SEF, by clicking on the 'Guidance' button, at the top right corner of the questions.

#### Submitting your SEF - terms and conditions

The completed SEF must be signed off by the governing body or the appropriate authority before it is submitted to Ofsted. This is done by ticking the box on the 'Submit form' screen which states: 'Please tick this box to confirm the contents of this form have been approved by the appropriate authority for the school'.

#### Completing the questions in Section A: self-evaluation

Section A, the evaluative section, is structured in sub-sections that correspond to *The evaluation schedule* used by inspectors. *The evaluation schedule* sets out what inspectors evaluate; outline guidance; and grade descriptors for every inspection judgement. The grade descriptors and the information on what inspectors evaluate, are replicated within this guidance document, and in your online SEF through the help buttons for each question.

We recommend that schools have a copy of this guidance and *The evaluation schedule* to hand when completing section a of their SEF. *The evaluation schedule* is available on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)<sup>[1]</sup>)

Each question starts by asking schools to grade aspects of their work on a four-point scale, as follows:

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Satisfactory
- Grade 4: Inadequate.

Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. Briefly list your major reasons for deciding on this grade and ensure that you reference your judgement to the matters in the relevant grade descriptor. You should include only the minimum amount of detail in support of your judgement; bullet points are quite acceptable. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.

It may be helpful to consider the outline guidance for inspectors in *The evaluation schedule* before using the grade descriptors to decide on a judgement. However, you should not attempt to include any detailed analyses of the matters referred to in the guidance. It is sufficient simply to refer to the existence of any such evidence and analysis held elsewhere. The SEF is intended to be a summary of your school's self-evaluation.

Wherever possible, you should support your judgements with carefully chosen evidence which demonstrates the impact of the school's actions on the outcomes for learners.

[1] Please follow the 'Schools' link in the 'Forms and guidance' section of the Ofsted website.

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Sub-section A1: School's context

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A1.1 The context in which the school works

The school's context and, particularly, any significant changes in its circumstances since the last inspection

*Please provide information below.*

We continue to believe that Torquay Boys' Grammar School (TBGS) is an outstanding institution with a reputation for top quality examination results at key stages 4 and 5. In addition, the school offers a comprehensive range of sporting, musical and cultural pursuits.

- NFER scores 98 - 140 as calibrated by NFER top 25-30% ability - mean VR score for current Year 7 is 106.4, where the outgoing Year 11 is 109.7 which is significantly below that of the 2001 intake at 114. These mean values are, to our knowledge, significantly lower than a number of other grammar schools.
- Of the outgoing Year 11, 15% entered the school at L4 in English
- Variation in socio-economic and regional differences - from deprived to prosperous. Average salaries in Torbay are just 63% of the national average.
- Nature of area subject to EU deprivation directive with key industries - tourism, fishing and farming all facing difficulties - evidence - parts of Torbay have been designated as Objective 2 areas and VAT registrations are below the national average - County structure plan.
- Oversubscription: 280 applicants for 150 places compared with 800 for 120 places as in some other selective schools.
- The school has very few EAL pupils and low student mobility
- Mean MidYIS scores do suggest some differences in attainment on entry between cohorts
- Year 8 87

9 81

10 75

11 90

12 82

13 94

As a HPSS, TBGS has dual specialism - in Languages and Business and Enterprise. It does have specific aims: students who move on from TBGS are, we believe, young people with distinctive attributes. The school actively encourages the acquisition of the following qualities, abilities and skills

The Graduate of TBGS:

- A smart, courteous individual
- Reflective, compassionate and concerned for others
- Strong in ambition and self-knowledge
- Educated to his highest potential
- Broad and balanced in his thinking
- Challenging assumptions and seeking truth
- Providing friendship and support
- Possessed of humility, discretion and fortitude
- Clear about right and wrong
- Imbued with initiative, leadership and team spirit
- Proud of his school - our best ambassador

This notion of the Graduate of TBGS is introduced to Year 7 students and their parents on entry to the school and reinforced throughout their seven years in the school.

We believe that the purpose of Torquay Boys' Grammar School is:

- to enable students to enjoy learning for its own sake, to develop their creative talents and to fulfil their intellectual potential
- to provide individuals with the skills to respond to a changing world with confidence and humility
- to encourage each person to be reflective, open-minded and principled, so that they can make a positive contribution to their community and the wider world

Objectives:

- To retain the academic results comparable with the highest quality in the country

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- To provide pastoral care and guidance from expert teachers
- To encourage the highest endeavour and skill in sport and extra-curricular activities
- To properly resource the school in its activities

One of the aims of the Dual Specialism is to prepare students better for the ever-changing workplace that they will enter. Increasing globalisation demands that future workers are able both to understand their complex nature and communicate effectively with emerging economies in addition to traditional western ones.

There has been a noticeable increase in the take up of languages as more students understand their importance. Mandarin is now taught to a proportion of both Year 8 and 9 with the intention that it will be offered at KS4 in 2009. The ICAA Mandarin course is also offered to those in Year 13 studying either Business or Economics A levels. Extra-curricular courses in both Chinese and Japanese are popular with students.

The school has become a CILT South West 14-19 Languages co-ordinator and Torbay Lead School. The school organises an annual event, Making Languages our Business, at Exeter University for students from eleven local schools; a project that won a CILT European Award in 2007.

Work with local primary schools acts as a foundation for both specialisms; teacher INSET, lessons taught by TBGS staff, provision of resources and one-day workshops for students are well established.

Gifted and Talented days are organised for students from local schools in both languages and business and enterprise.

International Week of Languages and Enterprise Week are both established events in the school year; during which a wide range of events take place.

We have also started a programme of work experience abroad which is organised both for our students and other local schools (TBGS, Churston Ferrers Grammar School and Okehampton College) going to Pont l'Abbé, Brittany for a one-week work experience exchange which is very successful. This is an exchange that will be taking place annually and we are encouraging other Sixth Form students to do work experience in Spain or Germany too as part of their A Level studies. Students are therefore not only given the opportunity to improve their language skills, but also to increase their awareness of differing business practices around the world.

A student studying Business Studies and Economics was selected for a Prime Minister's Global Fellowship. He spent six weeks in Brazil learning about the challenges facing and dealing with emerging economies. He is to present his findings to the school, local business groups and the Prime Minister.

Local businesses work closely with both specialisms to embed the learning in practical situations. One notable relationship is with Centrax, a local engineering company with international connections.

There has been a significant impact on students in our collaboration with Exeter University, local businesses and all local schools linking languages to businesses and giving students the opportunity to see first hand the importance of languages in the work place. The Head of MFL is also involved in the consultation meetings for Routes Into Languages (programme run by the consortium of SW Universities to promote languages among Secondary students).

One of the aims of the school is to promote languages among our students, the community and students from Torbay LA in order to improve the language take up both at KS4, KS5 and into HE. As part of our role as Lead School for Languages, in September 2007 we ran an INSET day for Language Torbay teachers (27 teachers attended) and we have run two language observations followed by a discussion session for teachers from Torbay schools based on:

- stretching students at KS3
- the use of target language in the classroom

Recent additions to the adult education programme have specifically targeted languages and the Comenius project has been active within the school for a number of years. As a result of our work done for 'Making Languages Our Business' the school has been awarded a European Award from CILT (National Centre for Languages) and Spanish School of the Year 2007 Award from the Spanish Embassy.

Business and Enterprise staff teach GCSE Business Studies and run enterprise days to students from Torquay Community

College. They are also responsible for the introduction of the Business, Administration and Finance Diploma across the LA. All students are taught Business Studies in Year 9, undertake a series of enterprise days from Years 7-11 and are introduced to the principles of personal finance.

TBGS became a Trust School in April 2008. Our partner trustees are currently Bournemouth School, Colyton Grammar, Poole Grammar, HSBC, Exeter University and the Primary Care Trust, with each of the selective schools working alongside at least one other non-selective partner school. It is intended that collaboration between all schools, the university and the PCT will enhance the sharing of best practice and contribute to curriculum development using the Teacher Learning Academy as the catalyst that could also formalise procedures; the overall target being to continue to drive up achievement. The school has recently been awarded TLA Centre status and Exeter University are looking to provide a bespoke Masters degree to run alongside this TLA programme.

The school has a programme to improve our carbon footprint, following the school sustainability initiative

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introducing various measures including microwave-controlled lighting in classrooms and corridors and we are currently investigating the introduction of photovoltaic cells to harvest alternative energy sources.

Two of the PE teaching staff are involved in SSCO, linking with a local sports' specialist college and we have worked with the Leading Edge programme in conjunction with Colyton Grammar School and Torquay Community College. Sharing a site with Torquay Girls' Grammar School ensures links with pupils of the opposite gender, particularly in the sixth form. The number of extra-curricular activities offered by the school is unusually high, numbering in excess of 40 clubs, societies and sporting groups.

The school works closely with several universities and colleges in ITT provision and this has been very profitable for all

concerned. Previously a Beacon School, three outstanding Ofsted inspections in 1997, 2003 and 2007 confirm that the school is an extremely successful one that consistently produces excellent results. In the most recent inspection the school achieved grade 1s in all 51 categories.

AIDS to raising performance

I Steady/constant staffing - 5% turnover

I High quality resources, environment, buildings, through a 10 year planned process

I Established SMT

I Committed staff who are secure in their own specialisms

I Active governing body

I Collaboration with Trust partners

BARRIERS

- Limited funding for CPD
- Lack of adequate special needs funding
- Bureaucracy
- National Funding Formula creates imbalance
- Characteristics of tourist area similar to inner city

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Sub-section A2: Outcomes: how well are pupils doing, taking account of any variation?

This section contains seven prime judgements which, taken together, determine the summative judgement: *Outcomes for individuals and groups of pupils*. The seven judgements are:

- the five Every Child Matters (ECM) outcomes
- pupils' behaviour
- the extent of the pupils' spiritual, moral, social and cultural development.

This section starts with *attainment and learning and progress*, which are important elements of the first prime judgement: *How well do pupils achieve and enjoy their learning?*

Inspectors should take account of their evaluation of the Early Years Foundation Stage, the sixth form and boarding provision when making their judgements.

A guide to proportions

The following table is taken from the *Guide to Ofsted's house style*. It provides a description of numerical proportions when expressed in words.

Proportion	Description
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost none/very few

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

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### A2.1 Pupils' attainment

	1	2	3	4
Grade: Pupils' attainment	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

- The performance at KS3 of the students in each of English, Mathematics and Science is very high compared with the national medians for their age group and their average points score up to 2008, when the National SAT examinations ceased to be statutory, put them above the 95<sup>th</sup> percentile in each core subject. Performance at KS3 showed some variability over the last 5 years of the national examinations from 2004 to 2008. In Mathematics, there was an upward trend with the average points score increasing from 47.2 to 48.9 with the score in 2008 (48.9) representing the school's best ever performance. In Science, the average score remained nearly constant between 2004 (42.3) and 2007 (42.9), but there was an improvement in 2008 with the score reaching 43.7. The picture in English is more mixed and reflects the uncertainty nationally over this particular measure - the average scores have fluctuated erratically over the last five years between 42.8 and 40.9. In 2008 the results were at their lowest score (40.9) for 5 years and are the subject of an appeal.
- The GCSE performance at the school showed a year-on-year increase in points scored per candidate from 2004 to 2007 (increasing from 70.3 to 78.0 in old points). The very high score in 2007 was the result of two factors. From MidYis testing the school knew that the 2007 cohort was the best ever and the results at GCSE confirmed this. There was also a systemic reason for the high points score (604.9/78.0). All students were required to do two languages in 2007 and two groups also took GCSE statistics for the first time. In 2008 the school decided that the curriculum had become too crowded and so there was no longer an insistence that students studied two languages. Nonetheless, the GCSE performance was very strong in 2008 with an average points score of 5588 and the percentage of A and A\* grades was 64.8 which was the third best ever performance by the school in this measure at GCSE. The 2009 results were also very strong and the total points score per candidate was the best ever with a score of 612.7.
- The impact of specialist status in both languages and, more recently, business studies has been positive. One target of the third phase language college bid was that 95% of students in Y10 and 50% in Y11 in 2006 should take two languages at GCSE. This was exceeded and, in fact, all students took two languages. This insistence on two languages for all students was reviewed in 2006 and it was felt that it constricted the curriculum too much and so from 2008 students were only required to do only one language although there is positive encouragement to study two. The school has also offered Mandarin as an option for Y8 students since 2007 and the take-up has been excellent. In fact, over 75 students each year since 2007 have expressed an interest even though there were only 50 places available. This may also result in an increase in the number of dual linguists. This enthusiasm for Mandarin has continued and we now have over 30 students embarking on a GCSE Mandarin course.
- In business studies the numbers taking GCSE have increased dramatically over the last 5 years. In 2005 61 students took Business studies at GCSE level. This had increased to 113 by 2008. The results at GCSE have generally been very strong with 42 A\* grades in 2007, for example. The 2008 grades seem anomalous and were the subject of an appeal. A new course was taken for the first time in 2009 and although candidates were in the main successful, they did not in general score the high grades we would expect. The current Y11 in 2009 have however attained much higher scores in their first half of the business course and so we expect much better Y11 performances in Business Studies this year.
- The KS2 - KS4 contextual value added scores for TBGS over the years for which these figures exist have all been positive. For all subjects, the KS2 to KS4 CVA was 1019.8 in 2006, 1017.0 in 2007 and reached a high in 2007 of 1025.0. In 2009 the CVA for KS2 to KS4 was 1013.3. These measures suggest that although the students who enter the school do have great potential, the school is more than adequately challenging such students and is ensuring they achieve well beyond their mean performance
- In order to equip students in ICT, all students at TBGS now (from 2007) study either ECDL or an OCR National in ICT. The increased level of ICT competence has become evident in the students' performance and presentations in other subjects and TBGS is currently evaluating the full impact of the introduction of these two ICT qualifications.
- The trend in performance in the Sixth form over the last five years has been one of improvement. In 2004 the percentage of A/B grades was 60.2 but by 2009 it had risen to 71.5. This average points score put the school in the top 5% of maintained schools nationally. The number of passes per candidate was 4.14 and the mean points per candidate was 385.1. The year 13 students in 2009 were the highest scoring year ever MidYis and ALIS predictions and the results were in line with expectation and there were some outstanding individual performances. This best-ever performance is rather puzzlingly not reflected in the CVA score which is 972.5. Perhaps this is due to the exceptional performance of this cohort at GCSE? In 2009 28 students achieved 4 or more A grades and there were

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12 students who gained Oxbridge places

- Among a consistently high standard of performance from every department, some individual subject performances have been outstanding. Using a value-added measure devised by ALIS, the business studies, economics, media studies, English, physics, chemistry and mathematics departments have performed at a level which is in the top 2.5% of all schools in the ALIS cohort on at least one occasion in the last 5 years.

### A2.2 The quality of pupils' learning and their progress

	1	2	3	4
Grade: The quality of pupils' learning and their progress	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

- The school fosters a culture of challenge. Challenging targets are set for all pupils on the basis of both teacher assessment and objective measures of potential such as those provided by ALIS and MidYIS. A new tracking system has been developed which identifies those students who are, or who are in danger of, underperforming. (See section A3.2 for more details of this).
- At Torquay Boys' Grammar School, outstanding teachers teach motivated pupils effectively.
- The quality of learning focuses on motivated pupils.
- Through the ambitious culture, students commit to learning.
- The varied delivery of lessons enhances quality, e.g.
- Science practicals and the high intellectual challenge.
- Active language lessons, with international cultural emphasis.
- Contextualised Business and Enterprise activities.
- English and Maths focussing on conceptual understanding and high performance.
- The fascinating language of art - fine sculpture and graphics.
- The appreciation of music, through composition, exposure to more varied musical perspectives.
- The understanding of decision-making and the personal/team responses required by PE and games.
- The novelty and excitement of the powers of ICT, which motivate across the curriculum.
- The investigative skills in History and Geography which engage pupils.
- The immediate and longer-term relevance of all subjects appreciated by students leading to:
- learning for learning's sake - creating the genuine intellectual.
- progress across the school, self-evident by overall performance.
- individual attainment, evident through reference to the use of assessment

to support learning.

- individual progress both encouraged and recorded for diagnostic purposes.
- feedback on every pupil's progress indicating significant progress of each individual.
- greenhouse/hothouse effect - concept of over-achievement.
- SMT/HoH/HoD engagement for Year 11 potential under-achievers.

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A2.3 The quality of learning for pupils with special educational needs and/or disabilities and their progress

	1	2	3	4
Grade: The quality of learning for pupils with special educational needs and/or disabilities and their progress	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

<ul style="list-style-type: none"> <li>• Note both ends of the spectrum are catered for.</li> <li>• Gifted and Talented a large proportion, requiring special extended learning.</li> <li>• Those academically challenged are supported.</li> <li>• Syndromes - dyslexia, Tourettes, Aspergers - managed through SENCO.</li> <li>• Individual support in class where appropriate.</li> <li>• Out of class support by SENCO.</li> <li>• External provision for dyslexic, dyspraxic and dyscalculia.</li> <li>• Very able catered for by myriad activities:</li> <li>• Ø Masterclasses, competitions, ECAs, coaches, Trust Gifted and Talented initiatives.</li> <li>• Ø Research into Deep Learning/Neuroscience.</li> </ul>
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A2.4 Pupils' achievement and the extent to which they enjoy their learning

	1	2	3	4
Grade: Pupils' achievement and the extent to which they enjoy their learning	X			

*Please note that this is a summative grade based largely on the grades you have decided upon for attainment, learning and progress and learning and progress for pupils with special educational needs and/or disabilities. You do not need to repeat the information you have provided in those sections. In most cases, you will need to refer only to the grade descriptors for how well do pupils achieve and enjoy their learning and state which one best fits your judgements.*

<ul style="list-style-type: none"> <li>• Individual achievement very high Key Stage 4 and 5.</li> <li>• Raw results indicate top individual performers A* - C and at A2.</li> <li>• Much broader than curricular subjects.</li> <li>• Identification of individual talents to give students joy of success and personal satisfaction.</li> <li>• This ranges from ICT Olympiads, national challenges, Science competitions.</li> <li>• Backed-up by language week, science week, poetry days - feeding into individual interests and talents.</li> <li>• Assessment programme demonstrates pupils' upward achievement.</li> <li>• High attendance and class attitude evidence of engagement and enjoyment.</li> <li>• Proactive nature of students' participation, e.g. green car, Maths competitions, Texas instruments, Spelling Bee - evidence of enjoyment.</li> <li>• More challenging ECAs - Chess, Debate, Drama, Music school productions - underpin learning and enjoyment.</li> <li>• Outcomes regarding homework and attendance further indicators.</li> <li>• Parental responses to students' success and enjoyment strongly positive.</li> </ul>
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### A2.5 The extent to which pupils feel safe

	1	2	3	4
Grade: The extent to which pupils feel safe	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

The school is considered 'safe' by the adoption of

- A strong anti-bullying policy, with periodic reinforcement in assemblies, regularly reviewed by the student council
- Periodic questionnaires on students' experience of bullying and with specific reference to whether they feel safe
- Behaviour in lessons and around school during lunch/breaks is very good, evidenced by lesson observations and the low number of incidents/problems recorded
- Bullying incidents followed up rigorously - dealt with in the first instance by the "no blame approach". Further deterrents - from detention to police involvement and various strategies in between
- Parents have been invited into school in large and small groups to discuss various aspects of bullying
- In-house tracking system on the IT network to try to stamp out 'cyber' bullying
- Pastoral staff/Pastoral Support Tutor/counsellor/school nurse willingly available to discuss problems
- Encouraged to report safety hazards
- Year 7 meet with sixth form mentors through the House system
- Attendance procedures protect the individual with parental contact before 11am
- The majority of staff have been trained in First Aid
- CCTV within and outside the school is well-developed to help ensure the safety of students, staff and the environment
- All staff have received recent training in child protection and the safe use of technologies, including the internet.
- The school has actively pursued accessibility and DDA guidelines
- The school provides for learners to be safe in the learning environment eg 20 to 1 ptr in technology, rigorous risk assessments in science and where required

### A2.6 Pupils' behaviour

	1	2	3	4
Grade: Pupils' behaviour	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

- The low number of exclusions indicates good behaviour by the majority of students: only two permanent exclusions in the last five years, both of these drugs-related and just two temporary exclusions in the last academic year
- Visitors comment on the good behaviour, dress and positive attitudes of pupils
- Ethos of respect and responsibility is promoted through the House system and throughout the school
- Appropriate discipline sanctions for disruption ensure learning
- Bedrock belief that no single child should be allowed to disrupt the learning of the other 24 students in each teaching group and that all pupils must be focused on good learning and positive behaviour
- When sanctions are required, these fall under the acronym, FICC, this standing for Fair, Immediate, Consistent and Communicated
- Students understand and respect the school discipline system
- The number of detentions for behaviour has decreased year-on-year since the last inspection
- Letters and calls from the public suggest that our students are well-behaved, courteous and helpful outside the school boundaries

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### A2.7 The extent to which pupils adopt healthy lifestyles

	1	2	3	4
Grade: The extent to which pupils adopt healthy lifestyles	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

In addition to producing high academic results the school has a philosophy that encourages healthy lifestyles for all. This is part of the vision of the school and inherent in school policy.

- Timetabled PE and Games - timetable allocation is high relative to many schools - 10% in Years 7 and 8 and min 8% in other years. HMI, Sept 2005 findings - Games outstanding, PE good with outstanding features
- Participation in school sports/inter House sports/extra-curricular physical exercise - Ten Tors, Scouts, Expeditioning, clubs, school fitness room, skiing, sailing and many others - is unusually high
- The school has promoted healthy eating for many years - School Food Group, Healthy Eating days, a national front runner in healthy food as part of the Beacon initiative, "Smiley" food. Pupils are offered low salt, high fibre, low sugar and low fat menus
- The quality of food provided in school lunches and the pricing policy make a large contribution to students' healthy eating. A relatively high percentage of students use the dining facilities compared with other schools
- The school has taken over the catering from Devon Direct Services in recent years. A catering committee has been appointed comprised of students, teaching staff, governors and catering staff. Students continue to be encouraged to eat healthily despite the increased costs associated with government initiatives in this area
- The provision of healthier alternatives in Cafe 6, the sixth form canteen, encourages the sixth form students to remain on-site rather than going to McDonalds
- Enrichment days include a Year 10 'Take Control' Day, Year 9 Drugs for both students and parents, Year 7 Health and Fitness Day, Year 12 Independence Day among others. Activities Week introduces pupils to a wide range of activities, many of which encourage the boys to lead an active and healthy lifestyle both during their school careers and beyond
- Year 8 Camp, during Activities week, provides a residential experience together with bonding opportunities, encouraging increased cooperation and good behaviour
- One of the traditions associated with TBGS is 'Away Day'. This involves each House selecting an activity or activities that could result in a day on Dartmoor or other ideas that encourage pupils to make the most of local opportunities
- As a school with previous Beacon status, one of the principal foci was healthy eating. This approach has continued in recent years and the school has been involved both locally and further afield in the development of healthy eating in other institutions
- A third astro turf has just been laid to increase useful lunchtime play space in all weather conditions
- There is a relatively high participation by the sixth form students in Games as a voluntary activity each week
- Drugs enrichment days and drugs rehabilitation - considerable support is offered to students who admit to having problems, they are not necessarily permanently excluded
- Water policy in lessons, initiated by students
- Vast number of sporting opportunities are offered in extra-curricular programmes
- The PE department is highly successful in virtually all sports, but particularly in team sports - the U16 football team were National Champions in 2008
- Talented sportsmen are offered the opportunity to participate in a 'Ready Steady Cook' programme to encourage them to adopt diets that will enable them to perform at the highest level

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A2.8 The extent to which pupils contribute to the school and wider community

	1	2	3	4
Grade: The extent to which pupils contribute to the school and wider community	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

- The school ethos inculcates values of respect for each other, property and environment, while taking responsibility for actions.

(See 'Graduate of TBGS' - 1b)

- Assemblies, House activities and citizenship emphasise right from wrong
- Letters from members of the public provide evidence of the excellent behaviour of some of the pupils when on fieldtrips and travelling to and from school on public transport
- School Council is a forum for discussion that has led to the formation of the Millennium Garden and relaxation area/benches.

The School Catering Committee has been active in the community in its involvement with other schools, this was one of the foci for our early Beacon School status. Millennium Garden, relaxation areas/benches were instigated by pupils of the Eco group

- Each House adopts at least one charity over a period and pupils are encouraged to help those less fortunate
- Community participation is encouraged through the House system, each House choosing individual areas to support. Examples here are Gateway, Rowcroft, a local hospice, Mayfield, a local school where our pupils work with disabled young people on a one-to-one basis, pensioner parties and other various house charity fundraising - where they are encouraged to appreciate and support those less privileged than themselves (Graduate TBGS - 1b)
- 'Student of the Week' is very positive and encourages the boys to look at ways in which they can contribute to the community, both within the school and outside
- Citizenship is delivered through lessons and through specific Enrichment days. Enhancement of this area will occur through the Business specialism
- The school jazz band has a major community involvement, entertaining at various charity events including the Montreux Festival
- Students have a better understanding of other cultures in the community through our Language Specialism and how languages are a key factor which helps not only with communication with people from other countries but with the understanding of their cultures. For instance, learning Chinese is giving students an excellent insight into Chinese culture and life. During the International Week of Languages students from all years are exposed to sessions in languages from different countries: Finland, China, Japan, Kenya, Spain, Russia, Germany, Italy, France, Poland and countries where Arabic is spoken.
- SSCO encourages students in sport across the bay where older students take the initiative in helping younger pupils in primary schools
- Younger students are offered leadership opportunities throughout the year
- The school is highly regarded in the local community as a high quality organisation and an asset to the locality

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### A2.9 Pupils' attendance

	1	2	3	4
Grade: Pupils' attendance	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

- 95% Attendance - very high.
- Individuals lower than 80% identified.
- School checks daily.
- SENCO follows any extended absence.
- Governors' policy - no holidays in term time unless compassionate grounds or exigency.
- Limited use of Attendance Officer.
- Non-attendance = illness.
- Higher attendance than business/industry/local government.
- RaiseonLine judgment - insignificant.

### A2.10 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being

	1	2	3	4
Grade: The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

We aim to help our students to make a positive contribution to the community and achieve economic well-being through a structured programme of enterprise education. This is a coherent programme that encourages an enterprising capability which is supported by a knowledge of personal and business finances, an appreciation of ethics and responsibility, and economic and business understanding. The concept of international business is achieved by two specialisms working together.

A very active Business, Economics and Enterprise department in partnership with Careers/Connexions offer:

- a series of enterprise enrichment days
- Young Enterprise
- Careers service; Options Evening; Connexions and evaluated Work Experience in Y11/Y12
- Business Studies is taught in Year 9 as part of the core curriculum
- Year 12 Independence Day - how to survive at university - eg cooking
- Relevant work experience
- Trips both in the UK and abroad
- Business competitions eg. CIMA and Proshare with national success in both of these competitions

Substantial improvements have been made recently in the preparation of students for higher education. Sixth form tutors have received additional training to support the UCAS process.

99% of pupils undertake work experience in year 11 and students in year 12 are encouraged to do likewise towards the end of the first year in the sixth form when career directions are often more clear. This establishes direct links with local businesses and promotes employment opportunities. A HMI inspection on work related learning referred to the high quality of provision offered by the school.

Work experience arrangements have been adapted to include defined learning objectives that are clearly linked to the business curriculum and can be systematically evaluated.

Collaboration by Business and Enterprise with Maths and English has enabled functional skills to be delivered that are embedded in the future demands of the workplace and requirements of the students. Work with ICT will follow this year. These will be enhanced further through the implementation of the BAF Diploma

## PROTECT - SELF-EVALUATION

programme across the LA, which is being led by TBGS.

### A2.11 The extent of pupils' spiritual, moral, social and cultural development

	1	2	3	4
Grade: The extent of pupils' spiritual, moral, social and cultural development	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

The student's curriculum is enriched in many different ways:

- Crime and Justice Days
- Enrichment Days on a variety of topics/PSHE
- Contrary to national trends, TBGS still offers a wide range of both foreign and domestic residential school trips, covering academic, recreational and sporting activities with virtually all students taking advantage of these
- Large variety of extra curricular activities offered - promotional day at start of year - this is received very positively in September each year and encourages widespread participation, particularly during lunch hours
- Celebration of individualism evidenced by Student of the Week, flatscreen publicity and assembly acknowledgements

In the Sixth Form

- We enable students to further their studies in subjects that they enjoy;
- We provide students with the means to acquire the academic qualifications needed to gain admission to Higher Education or enhance their application for a fulfilling career;
- We help students to cultivate a wide range of interests;
- We help students to mature as individuals and bridge the gap between compulsory schooling and Higher Education or a career; 'guided independence' being the predominant theme here
- We provide an enjoyable experience shared with diverse and like-minded people

To achieve these aims we provide support and enrichment opportunities as follows:

Pastoral and academic support is provided horizontally by Sixth Form Tutors working in conjunction with the Head and Deputy Head of Sixth Form and vertically by the House system. Monitoring of performance and development is formalised by cause for concern forms, effort grades, reports and parents' evenings in Years 12 & 13 which are timed to ensure that there is a termly opportunity for Tutors, Heads of House and Head/Deputy Head of Sixth Form to assess development. This information is shared with the students and their parents/guardians. The presence of at least five points of contact aside from academic staff (Tutor, Head of Sixth Form, Deputy Head of Sixth Form, Head of House & Deputy Head of House) is aimed at ensuring that there is always an individual who can be approached by students or parents with concerns. Students are also made aware of their progress and are able to negotiate specific targets with subject teachers through annual Target Setting.

The school provides a wealth of enrichment opportunities, some of which are voluntary, others compulsory.

Voluntary

opportunities include:

- The exercise of positions of responsibility as prefects, house captains and vice captains;
- Formal training in counselling skills delivered by Childline;
- Developing organisational skills and developing maturity through involvement in house charities and community work;
- Developing interests through a wide range of competitions, clubs and societies;
- Teaching younger boys and developing coaching skills within specific subject areas (Languages, Religious Education, Physical Education, Music and work-related learning) and providing broader mentoring support to peers and younger boys.
- Undertaking work experience;
- We encourage all sixth formers to engage in regular physical exercise by providing sporting activities on Wednesday afternoons as well as House sporting competitions and occasional events, for example the Sixth Form Football 5 A Side Tournament.

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The Sixth Form curriculum additionally incorporates compulsory elements designed to enhance personal development and wellbeing. These are:

- An induction day for Year 12 incorporating familiarisation with Sixth Form processes and providing an opportunity for settling in;
- Independent learning self-assessment and strategies;
- Studying AS/A level General Studies and/or Critical Thinking to provide a broader educational experience and develop thinking skills;
- We provide information about health, cooking, financial management and pertinent social issues through Independence Day, a day-long series of lectures and workshops delivered primarily by specialist outside speakers.
- We provide information about Careers and Higher Education through a series of lectures and visits which run throughout the spring term.
- Further careers advice and guidance as well as an opportunity for developing Citizenship are provided by a two-day conference in the summer term

We consider that the evidence of our success in addressing the issues of personal development and wellbeing can be measured by our retention rates which, year on year, are close to 100% in Year 12 and remain similar in Year 13. To ensure that we are achieving our aims through the existing system, as outlined above, we seek the feedback of students through an annual questionnaire and of parents through an ongoing VLE survey.

Fortnightly meetings between Head of Sixth Form, Deputy Head of Sixth Form, Sixth Form House Representatives (selected by staff) and Sixth Form Year Group representatives (elected by sixth formers) are designed to respond quickly to issues of general concern. Regular school council meetings provide an alternative forum for views to be aired.

## PROTECT - SELF-EVALUATION

Sub-section A3: How effective is the provision?

This section is about the quality of the school's provision and the impact this has on outcomes for pupils. Inspectors should take account of their evaluation of the Early Years Foundation Stage, the sixth form and boarding provision when making their judgements.

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

A3.1 The quality of teaching

	1	2	3	4
Grade: The quality of teaching	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

All members of the school share in each others' achievements and sense a feel-good factor in

- A rolling programme of departmental reviews in all subjects but more recently in Music, PE and ICT, ensures that

all departments are monitored and confirm that lessons are well planned, carefully monitored and are accessible to the full range of students within the school. Lesson observations have been assigned grades according to Ofsted criteria and recorded.

Collaborative lesson observations during Ofsted in 2007 confirmed the consistency of our judgements

In particular the following points were observed during reviews

- Every member of each department was very secure in their subject knowledge. In every case the students clearly had confidence in the teacher and they felt that they could achieve well under that teacher's direction.
- The academic standards were very high in all lessons observed and it was pleasing to see students readily using technical terms appropriately and with precision.
- The intellectual challenge placed on the students was invariably very high and there was evidently good quality learning in lessons
- Lesson objectives were very clear in all lessons

Evidence that the curriculum is directed towards individual needs can be found in both the Gifted and Talented provision where students are extracted and given extra enrichment in core curriculum subjects and in support for weaker students, again by extraction. This support for weaker students extends into Y11 where pastoral heads and SMT monitor students who are underachieving. The school has bought in support staff to give extra mathematics to weaker students. The suitability of the curriculum at KS4, for example, can be deduced from the observation that in 2008 all students achieved a minimum of 7 A\* to C grades and that the points per candidate has increased consistently to stand now at 552.6.

Additional observations:

- Culture of home contact at first sign of any academic or pastoral difficulty
- Wide range of courses taught by subject specialists
- Assessment Manager is utilised to track the progress of individual students on a regular basis
- Target setting in the sixth form
- Past Ofsted reports provide evidence
- P.I.N. and liaison with outside agencies is a strength
- First Impressions' Evening involves parents at an early stage and encourages them to voice their opinions on all aspects of their sons' education
- There are regular effort grade reports that provide the opportunity for parental feedback
- The school actively supports Initial Teacher Training and the Graduate Teacher Programme working with a number of providers. This, in turn, contributes to the continual review of teaching methodology by both individual teachers and departments as a whole.
- Four language assistants support students in their language oral skills
- Valued contributions to the CILT Vocational Language Bank are indicative of the ongoing efforts of members of the MFL department
- The emphasis on AfL assists in the increased enjoyment of pupils' learning

Created

## PROTECT - SELF-EVALUATION

### A3.2 The use of assessment to support learning

	1	2	3	4
Grade: The use of assessment to support learning	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

The use of assessment to support learning is central to TBGS's approach to education and its further development is currently a priority for the school.

- The principles of Assessment for Learning (AfL) and the more recent developments in the core subjects which go under the umbrella of Assessing Pupil Progress (APP) are embedded in the school and enshrined in the new Assessment policy. For example, the English department has been at the forefront of developing APP in the school and the ICT department has been involved in a pilot for the IT APPs nationally.
- Other subjects outside the core have developed their own versions of APP in advance of, and in anticipation of, any national developments (e.g. History).
- Informal assessment (e.g. use of questioning) in the classroom and formal assessment (e.g. marking) are outstanding, as demonstrated by numerous Departmental reviews and by Performance Management observations.
- All students sit the MidYIS test in Years 7 and 8 and this is used to provide a baseline against which future attainment and achievement are measured in KS3.
- Students in KS3 are aware of the NC level at which they are working and what they need to do to improve, as demonstrated during lesson observations.
- In Y10 pupils' target grades for GCSE are established upon the basis of the MidYIS predictions. The target is always challenging, i.e. the target grade is always set to equal or exceed the MidYIS prediction: for example if a student is predicted by MidYIS to attain 53 points in a subject his target will be an A\* (58 points) even though an A (52 points) is nearer. By doing this students and teachers are challenged to attain and achieve at very high levels. This is an aspect of the culture of high expectation that exists at TBGS.
- Similarly, in Y12 all students sit the ALIS test and the information received is used to set challenging AS/A2 or IBDP targets for students in the sixth form. The emphasis on challenge is maintained. These targets are the subject of regular revision as part of the target-setting process in the sixth-form.
- Any students identified by the assessment of attainment and achieving identified as either under-attaining or under-achieving are subject to a variety of interventions, either academic or pastoral, depending on the circumstances.
- The school has developed a new achievement tracking system, not only to facilitate this identification of under-attainment and under-achievement but also to reward achievement at levels beyond prediction.
- Reporting is an important and sometimes neglected aspect of assessment. TBGS uses the Aim High software package to ensure parents and carers receive meaningful assessments of students' attainment and achievement. This helps strengthen the home-school partnership: a key indicator of future educational success and a further example of the use of assessment to promote learning.

## PROTECT - SELF-EVALUATION

A3.3 The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships

	1	2	3	4
Grade: The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

We believe that the curriculum is tailored to the needs and abilities of our students, evidenced by the outstanding achievement and standards discussed in earlier sections but the links now established with Torquay Community College and our participation in their Pathfinder rebuild will allow increasing flexibility in the choices available to our students, particularly at KS4

- The curriculum is designed to cater for students of high ability and is one which puts considerable intellectual demands on students. Most students stay on in the Sixth Form and subsequently go on to Higher Education. The norm at KS4 is for students to study 9 or 10 GCSE subjects including up to three modern foreign languages
- TBGS is a language college and until recently it was a requirement that all students study 2 modern foreign languages which some students have argued, is a limitation on choice and not providing the ideal curriculum for all pupils. As a result of consultation with pupils this has been altered with all students now being required to study one MFL but nonetheless encouraged to study additional languages where appropriate.
- Numerous trips and visits are offered abroad with numbers increasing every year; Year 7 to Normandy, Years 10 - 13 to Moscow, Year 9 to Cologne and Barcelona, all years to Austria on an annual ski trip
- The mean number of A\* to C grades is 10.42 per candidate in the current year, and so most find this curriculum to be appropriate to their level of ability. Most students have until recently had the opportunity to obtain an ICT GCSE in Y9 but now study for the ECDL qualification during year 9, 10 and 11 with some students being entered for OCR Nationals as an alternative
- A small number of very able students in, for example, languages are offered the option of early examination entry with an accelerated curriculum
- For those who find the curriculum to be demanding extra support is often available on an individual basis. This is offered by inhouse and recruited specialist staff
- Students are given a programme of Enrichment days and activities many of which promote healthy lifestyles and the school has won national awards for its contribution to Healthy Eating programmes
- Other Enrichment days focus on the issues of Business and Enterprise and in Y11 all students have opportunities through a Work Experience Week in September to sample the world of work
- Wide range of courses taught by subject specialists, wide range of ECAs
- Young Enterprise enhances entrepreneurial skills
- Industry Days are an annual feature for all year groups
- HMI inspection report regarding work related learning during 2004/5
- Applied french and business links
- Language/business links (Centrax - a local engineering firm)
- Pupils are encouraged to take additional languages to improve their career aspirations and long term financial security
- International week of languages
- Language competitions to all years
- A diploma offered through the Business specialism was developed in response to local circumstance
- Revision classes are offered in a variety of subjects prior to public examination
- The school participates in a number of academic competitions and achieves highly against other schools, for example, the chess national finals
- Drama has been added to the curriculum, coinciding with the building of the Centenary Hall
- Increased take up targets have been met at both KS4 and 5 for Business and Enterprise subjects. The IB and the BAF diploma, in addition to the pathfinder build at Torquay Community College, will broaden the opportunities available to TBGS students
- PSHE has recently been incorporated into a new department - Philosophy and Applied Ethics -which will better meet the needs of our students
- The creation of the South West Academic Trust (SWAT) enables teaching staff from Trust schools to meet in subject groupings and this has encouraged the sharing of best practice. Able students from these schools have also met which has developed their networking skills and broadened horizons
- We are working with NACE to further develop the opportunities available for our gifted and talented students

**PROTECT - SELF-EVALUATION**

A3.4 The effectiveness of care, guidance and support

	1	2	3	4
Grade: The effectiveness of care, guidance and support	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

- The House system provides care and support from Year 7 through to Year 13.
- Tutors know the boys in their forms well. Tutors meet individually with each of their tutees during the year.
- The Pastoral Support Tutor provides one-to-one care, guidance and support to all vulnerable students, including those presenting challenging behaviour, those with absence problems and those with medical needs.
- The PST works very closely with the school Child Protection Officer and has also undergone Child Protection training.
- Unexplained absences are investigated on the first day of such an absence with parents contacted immediately.
- Very active role taken by the school during year 6/7 transition; all students are individually contacted prior to transition and settle in quickly to their new environment
- The library actively supports the curriculum and allows the purchase of revision guides in all relevant subjects

Further support from:

- PAE department
- Pupil Individual Needs (PIN)
- Enrichment Days
- Regular reporting
- Sixth form mentors for Year 7 students

## PROTECT - SELF-EVALUATION

Sub-section A4: How effective are leadership and management?

This section is about the effectiveness of significant elements of the school's leadership and management. This includes the leadership and management of the Early Years Foundation Stage, the sixth form and boarding provision.

The key judgement is *the effectiveness of leadership and management in embedding ambition and driving improvement*. It captures the effectiveness of leadership and management at all levels. It is not derived by amalgamating all the other grades but inspectors will need to assess their significance before finalising the judgement.

The judgement *the effectiveness of leadership and management in embedding ambition and driving improvement* is a determining factor in making the judgement about *the school's capacity for sustained improvement*.

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

A4.1 The effectiveness of leadership and management in embedding ambition and driving improvement

	1	2	3	4
Grade: The effectiveness of leadership and management in embedding ambition and driving improvement	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

See the Vision and Mission statements - acknowledged by all

The expectation of excellence is at the heart of the school's vision and questionnaires from all reinforce this. There is certainly no atmosphere of complacency despite high achievement over many years - down to the enthusiasm for critical self evaluation and the active promotion of improvement by senior and middle managers

- Team leaders offer clear direction about measures of improvement and we encourage departments to integrate with others to share best practice
- Assessment Manager is used to collect data from core assessments. This information is used effectively to monitor pupil progress, further development is ongoing to ensure that the most useful information is fed back to teaching staff to assist them in the setting of individual targets
- Identification and mentoring of Year 11 students at risk of underachievement by SMT is considered effective and worthwhile by teaching staff and parents. The school is constantly looking to develop ways in which the monitoring of all pupils can be improved
- All Heads of Department are subject to a discussion about achievement with a member of SMT at the beginning of each academic year, using data produced from public examinations in previous years and in comparison with similar schools
- Members of staff, all of whom are highly qualified in their particular subject areas, consider that resources are very good. We have recently addressed a lack of rooming in some departments to allow an appropriate teaching base for all teaching staff
- Very little wastage in any area. The system for ordering by individuals is now very secure following requests by the Finance Committee within the governing body.
- Staff give freely of their own time to enhance both curricular and extra-curricular activities
- Employers and organisations are used highly effectively to extend and enhance the curriculum, much of this occurring during 'Enrichment days.' A recent HMI inspection of Work Related Learning confirmed that school provision was 'good to even better than good'
- Relatively large student:teacher ratios in Years 7 and 8 have recently been addressed with the establishment of a sixth house in September 2006
- The willingness of some members of the Governing body to involve themselves in the day to day life of the school as well as discharging their duties is notable. The previous Chair of the curriculum committee has delivered INSET on the use of IWBs and assists with the ICT working group. Other governors attend key meetings, for example, the newly set up Catering Committee and the School Council. The Admissions Panel, which meets annually, involves governors and encourages full involvement in the selection of each cohort of students and the meeting of the new FMSiS requirements was heavily supported by governors with the appropriate professional experience
- The school meetings' structure is currently being examined to try to improve the communication between all stakeholders and encourage a more consultative culture
- The contributions made by local businesses to the building of the Centenary Hall have been substantial and show how highly rated the school is within the local community
- Six members of SMT promoted to headship from TBGS and large numbers to HoDs in other schools
- Three Teacher of the Year awards in the last three years

## PROTECT - SELF-EVALUATION

### A4.2 The leadership and management of teaching and learning

	1	2	3	4
Grade: The leadership and management of teaching and learning	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

- The use of assessment and tracking to monitor student progress is a key priority for the school. To that end the school's assessment policy has been rewritten and a new tracking system developed via consultation between SMT, and in particular the assistant headteacher concerned, and heads of department and other colleagues. All staff will be introduced to the new policy and new system as part of a twilight session although many, if not all, will be familiar with them by then due to the consultative nature of their introduction (e.g. they have already been agenda items for departmental meetings). For more information about the assessment policy and the tracking system see A3.2.
- The first priority of SMT is to ensure Teaching and Learning is of top quality.
- Head sees absolute priority to ensure every class has a well-qualified specialist, highly skilled teacher for every lesson.
- Huge effort and investment in finding and appointing the right staff.
- Over-appointment/supernumerary to avoid teacher shortage.
- CPD provided and encouraged for positively motivated staff.
- Inter-school collaboration with the mission to raise high standards further.
- Working with Challenge Trust to further raise the game.
- Deep Learning and Gifted and Talented research with NACE introduced to impact on Teaching and Learning.
- TLA similarly with contextual research.
- HoDs' priority to ensure schemes of work and programmes of study are in place and dynamic.
- AfL and APP embedded.
- Assessment systems inform teachers of effectiveness.
- Departmental reviews on a cyclical system ensure outstanding performance and provision.
- Performance and outcomes meetings with HoD, analysing departmental statistics.
- Observation of mini episodes with agreed objectives by SMT on rotational arrangement.
- HoD meetings to review departmental delivery.
- HoDs present methodology, delivery outcomes to governors' curriculum committee.
- Deputy Head and Assistant Heads have as key role - quality of Teaching and Learning both in leadership and management.
- In leadership, both demonstrably outstanding teachers leading methodology and pedagogy.
- In management, dealing with structures, curriculum, assessment, statistics, reviews, targets and outcomes.

## PROTECT - SELF-EVALUATION

A4.3 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met

	1	2	3	4
Grade: The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

Governing Body combines extensive skills and is closely engaged with four main sectors.

- These are curriculum, personnel, land and buildings and finances.
- There are also admissions, exclusions and remission sub-groups.
- Committees meet fortnightly to review all aspects of the sectors.
- Members of SMT either serve or sit on the committees, both to inform, to be interrogated and to respond/take instruction.
- Curriculum committee analyses classroom methodology, considers resources, courses, schemes of work, initiatives, findings and outcomes.
- Personnel deals with all staff/pupil pastoral issues - seeking to ensure effectiveness of all staff, teaching and non-teaching.
- Finance deals with financial priorities, income and expenditure, balance sheet, special grants. Independent audit is carried out by a private firm of auditors - Francis Clark.
- FMSIS is considered.
- Land and Buildings deals with all building/facilities provision.
- Governing Body has educationalists, surveyors, lawyers, ICT consultants, business people, social worker managers and bankers who are predominantly parents.
- As parent governors they have added dimension of information and commitment.
- Individual governors and past governors are used for their specific skills.
- The Governing Body is collaborative, supportive, questioning and as a Board of Directors rather than adversarial critics.
- Initiatives and advice often emerge from focussed and sometimes wide-ranging discussion.

## PROTECT - SELF-EVALUATION

### A4.4 The effectiveness of the school's engagement with parents and carers

	1	2	3	4
Grade: The effectiveness of the school's engagement with parents and carers	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

The school considers that the views of its stakeholders are extremely important. These views are gathered by

- Parental questionnaires through the VLE (Virtual Learning Environment - It's Learning). These are completed online by parents
- Parental Focus Groups - these meetings are held at least termly and involve groups of randomly selected parents, SMT and governors. Various topics are discussed depending on input from parents and SMT
- Consultation documents
- Daily feedback from parents to individual members of staff
- Information evenings
- First Impressions evenings (Year 7)
- Sixth Form induction evening
- Members of the Governing Body
- Miscellaneous contributions from parents, either by letter or via email through tutors
- Year 9 Options Evening
- Information evenings
- Occasional paper responses (eg food, pastoral care)
- Parental questionnaires in hard copy sent out with the newsletters to some year groups

Parent questionnaires are issued to year groups and these have indicated:

- Parents very satisfied with academic progress - a recent year 8 parental questionnaire showed that over 90% of parents considered this to be at least good or better, with no parents expressing dissatisfaction
- Pastoral support is considered very good - the school has a designated Pastoral Support Tutor as well as a part-time counsellor
- Pupils feel safe and supported in school - this again being supported by recent questionnaires
- Conditions in lessons are very conducive to effective learning
- Individual letters from parents also provide additional evidence
- Unusually wide provision of extra-curricular activity
- Further evidence from School Council, Focus groups, Information evenings and Enrichment Days
- Appreciation of the 'extra mile' evidenced by comments on activities week, trips abroad, camps away etc
- In a sixth form questionnaire 94% of students considered that they are taught well and challenged to do their best in all or almost all of their subjects
- Transition arrangements are considered very good by parents and students. All prospective Year 7 pupils are visited in their primary schools prior to joining the school and the Induction Day in July of year 6 is one where the boys experience a variety of activities, including sample lessons and 'ice breakers'. The first day of the Autumn Term is also given over to ensuring that incoming students are familiar with their new environment and that they feel comfortable with the expectations that will be placed on them. A parents' evening is held for 'new' parents at the end of September each year to ensure that TBGS is doing all that it can to make this all-important transition as smooth as possible
- Mixed backgrounds enrich the education of, and contribute to the aspiration of all

Views from questionnaires are fed back

- in termly newsletters to parents
- at Parents' meetings, particularly Year 7
- directly to members of the Focus Group
- through Torquin - the school's professionally printed newspaper
- to the Governing body
- at Speech Day, equivalent to a whole school AGM

The school has very positive relationships with parents and carers and this is evidenced by the views of parents who participate in the parental focus group. This group has been running for a number of years and has recently become the Parent Council.

## PROTECT - SELF-EVALUATION

### A4.5 The effectiveness of partnerships in promoting learning and well-being

	1	2	3	4
Grade: The effectiveness of partnerships in promoting learning and well-being	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

- School has pioneered a series of partnerships for two-way benefit.
- Collaboration basis for CPD - improving Teaching and Learning.
- One of the original Beacon Schools linking with schools nationally in PSHE, especially for healthy living and food and nutrition.
- TBGS staff, by leading in Beacon initiative, raised the game in the school.
- Specialist school since 1996 - links with primaries and secondaries and SSAT.
- Visits, Masterclasses - pupils and teachers.
- Language provision in over 12 schools.
- Support for local schools - English, Maths, Science teaching - help for local non-selectives.
- Trust School collaboration to improve continually all areas - academic and pastoral, with six schools plus a university involved.
- Challenge Trust - to raise standards as strong partner school with challenge school.
- Work with PCT and Devon & Cornwall Constabulary on enrichment of health issues - drugs and alcohol.
- Children's Services re C-Card.
- International partnerships - French work experience, Mediawise cultural awareness.
- Afritwin.
- Coaches - for sport, health and fitness.

### A4.6 The effectiveness with which the school promotes equal opportunity and tackles discrimination

	1	2	3	4
Grade: The effectiveness with which the school promotes equal opportunity and tackles discrimination	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

- Any incidents of discrimination of any kind are investigated and dealt with fairly, immediately and consistently.
- The School Disability Group ensures that all students and staff have equal access to the curriculum, information and the physical environment.
- The student council is active in highlighting and challenging stereotypical attitudes.
- Equal opportunities are a regular feature of both School and House assemblies.

**PROTECT - SELF-EVALUATION**

A4.7 The effectiveness of safeguarding procedures

	1	2	3	4
Grade: The effectiveness of safeguarding procedures	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

- The school culture is one in which safeguarding permeates all that we do - the welfare of students is paramount to the life of the school.
- Staff, volunteers and governors in this school are committed to fostering an ethos which:
  - Ø encourages and supports parents and carers and works in partnership with them.
  - Ø listens to and values pupils.
  - Ø ensures all staff and volunteers are aware of signs and symptoms of abuse, know the correct procedure for referring concerns or allegations and receive appropriate training to enable them to carry out these requirements.
  - Ø maintains a safe school environment for all pupils.
- The school has clear policies and procedures for the safeguarding and welfare of students.
- The policies are reviewed regularly and all staff and governors are aware of the issues and what to do in the event of any child protection concerns.
- All staff, both teaching and non-teaching, have received recent training on safeguarding including child protection, safer recruitment and allegation protocols.
- The Pastoral Support Tutor is trained in Child Protection (in addition to the Child Protection Officer) and works extensively with vulnerable students and outside agencies where appropriate.
- Students are given advice and support in matters relating to their safety eg how to stay safe online.

## PROTECT - SELF-EVALUATION

A4.8 The effectiveness with which the school promotes community cohesion

	1	2	3	4
Grade: The effectiveness with which the school promotes community cohesion	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

### The School Community

- A well structured assembly programme both at whole school level and at house level.
- A strong pastoral system centred around 6 houses, each ensuring that TBGS' students play a central role within the local community.
- Student Council enables members of the school community to be involved in school politics encouraging the 'art of the possible'.
- The Philosophy and Applied Ethics department addresses the key questions of Who am I?, Who are we? and Where do I/We belong?
- Leadership development, pupils engage in a variety of leadership roles within the school as well as in the local community.
- A thriving Virtual Learning Environment enhances the progress of students in all year groups.
- The annual 'House Away Day' takes students into the local environment as a team building exercise and raises money for the house charities.
- Parents have a wide involvement in the school through Parent Governors, the Parents Association and the Parent Council/focus group
- Year 6 Primary Visits and Induction day/evenings
- Self help funding was pursued in order to build the Centenary Hall in addition to other projects over the years.

### The Local Community

- As a partner school, supporting underachievement especially through the Business Specialism and Maths at KS4.
- Linked to Torbay Sport Partnership enabling pupils to access a wider range of activities both inside and outside of school.
- As a key member of the SWAT, developed to create aspiration across the wider community.
- Charity work undertaken by all houses is active within the local community.
- The work of the business and enterprise specialism with Torquay Community College has brought a greater understanding of the two schools to the students of both, thereby improving relationships and breaking down barriers.
- Links to local primary schools through a variety of subjects.
- The Business, Administration and Finance Diploma is hosted and delivered here for pupils from secondary schools across Torbay.
- Students are encouraged to participate in Young Enterprise through our second specialism and take their product into the wider audience.
- Adult Education embraces members of the immediate vicinity, offering the school's facilities to be used more widely. This includes the sports hall and its use out of school hours.
- Torquay United in the Community have the use of the school facilities and employ several boys as junior coaches.
- Community Club wall is in place to signpost pupils to local sports clubs.
- Host sight for the Torbay Civic Award Ceremony.
- Various departments are linked to local primary schools and take our students in to help with certain projects or areas of the curriculum. i.e. CSLA students in PE lessons.
- Evening sessions for students, staff and members of the local community to consider wider social, ethical and philosophical issues.
- Engagement with TIFFY the local youth faith group.
- Student presence on the Torbay Youth Council and Torbay Youth Sports Group provides our pupils with a voice in key local decisions and events.
- Links to local services such as the Police, School Nurse Team and RELATE who contribute to the school enrichment programme at all levels.
- Host a local summer camp which is open to year 5 and 6 pupils from around Torbay and the surrounding area.
- Use of community sports coaches to deliver specific and varied range of sports in school.

## PROTECT - SELF-EVALUATION

- Pupils experience annual visits to places of worship for different faiths as part of the Applied Ethics and Philosophy curriculum.

### The National Community

- The school is part of the SWAT which has been developed to create aspiration across the wider community.
- Links to National Companies with whom we engage for our enrichment day activities.
- Link to Liberty School, London.
- Member of NACE and involvement in research work for Gifted and Talented students.
- Annual school trips give pupils the opportunities to sample different cultures and meet pupils from different communities.
- Community cohesion SWAT group.

### The Global Community

- TBGS is a part of the Afritwin project linking with a like school and township school in South Africa.
- Media-wise projects enable students to engage with like minded students from different nations.
- House charities in particular Starfish Malawi and Shelterbox.
- Regular international overseas visits to sights of interest including Paris, Cologne, Barcelona and Normandy.
- International exchange programme with return visits every year; Spain and Germany.
- Engagement in the world challenge programme.

#### A4.9 The effectiveness with which the school deploys resources to achieve value for money

	1	2	3	4
Grade: The effectiveness with which the school deploys resources to achieve value for money	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

- High investment in staff - close monitoring of remuneration.
- 25 pupils per class maximum.
- Over £5,000,000 of externally attracted funding deployed on new building since 1990.
- A £500,000 building created every two years, funded by fund-raising, external grants, sports and arts, donations, Lawn Tennis Association, capital formula.
- Music, Centenary Hall, Sports Hall, English, Science, Business and Economics, Languages, ICT, Art and Technology, pitches, Astroturf and changing rooms all provided since 1990.
- This has met demand to grow to 1050 from 750.
- Maintain quality of computers, providing eight separate departmental computer suites plus clusters of computers across the school.
- School Trust raises £50,000 per year to fund capital (£250K) investment of two Astroturfs.
- Careful monitoring of CPD - schools' collaboration and in-house research.
- Careful monitoring of utilities.
- In-house management of dining facilities.
- 10-hour allocation for AS/A2 = good value.
- Full hour lessons with 5-minute changeover - good value.
- Provides full benefit to pupils of staff time.
- IB management - close monitoring of costs and groups.
- Finance committee of governors consists of Chair plus all committees.
- All report to Finance where decisions on spending are made.
- Francis Clark Accountants carry out full annual audit.
- Reports to governors annually.
- Resources run by Bursar, monitored by Deputy Head (Personnel).
- FMSIS approved.



## PROTECT - SELF-EVALUATION

Sub-section A5: How effective is the Early Years Foundation Stage?

The key judgements in the table below are common to inspections of the Early Years Foundation Stage whether in early years settings or in schools.

The four judgements are:

Outcomes for children in the Early Years Foundation Stage
The quality of provision in the Early Years Foundation Stage
The effectiveness of leadership and management of the Early Years Foundation Stage
Overall effectiveness: how well the setting/school meets the needs of children in the Early Years Foundation Stage

Throughout this section, the phrases *in italics* link to the themes and commitments which underpin the Early Years Foundation Stage.

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

### A5.1 Outcomes for children in the Early Years Foundation Stage

	1	2	3	4
Grade: Outcomes for children in the Early Years Foundation Stage				

<i>Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.</i>

### A5.2 The quality of provision in the Early Years Foundation Stage

	1	2	3	4
Grade: The quality of provision in the Early Years Foundation Stage				

<i>Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.</i>

### A5.3 The effectiveness of leadership and management of the Early Years Foundation Stage

	1	2	3	4
Grade: The effectiveness of leadership and management of the Early Years Foundation Stage				

<i>Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.</i>

### PROTECT - SELF-EVALUATION

A5.4 Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?

	1	2	3	4
Grade: Overall effectiveness				

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

--

**PROTECT - SELF-EVALUATION**

Sub-section A6: How effective is the sixth form?

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

A6.1 Outcomes for students in the sixth form

	1	2	3	4
Grade: Outcomes for students in the sixth form	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

The most common factors identified by students themselves, when asked why they chose to undertake their studies in the sixth form at Torquay Boys' Grammar, are the strong record of performance in public examinations and the perceived advantage this would give them in gaining competitive university places. On both of these measures the sixth form can be adjudged outstanding and improving.

The trend in performance in the sixth form since the last inspection in 2007 has been one of improvement. In 2004 the percentage of A/B grades was 60.2 but by 2007 it had risen to 68% and in 2009 it was 71.5%, putting the school in the top 5% of maintained schools nationally. The average number of passes per candidate and the average number of points per candidate have also risen, while the pass rate has remained around 99%. There are no significant variations between groups. This is a reflection both of outstanding teaching and an increasingly rich and diverse curriculum.

According to the latest Learner Achievement Tracker data from the LSC (2008) the average GCSE points score for our cohort on entry to Level 3 is 13% higher than the national average, but the average points score at Level 3 for the same cohort is over 40% higher than the national average, indicating outstanding value added in the sixth form. It is noteworthy that the year on which this data is based was not the highest scoring year and in fact this was expected from the MidYis and ALIS predictions.

The DCSF contextual value added score of 976 in 2008 is puzzling and would appear to indicate a cause for concern; however, perhaps this can be attributed to the very high number of qualifications for which students had been entered. More specifically, the measure penalised the large number of students who had been entered for A2 General Studies (121) and had not performed as well in this as in their other qualifications. This has since been rectified by extending the range of alternatives to General Studies and the first cohort affected by this change of policy has already demonstrated a very significant improvement in this area.

Among a consistently high standard of performance from every department, some individual subject performances have been outstanding. Using a value-added measure devised by ALIS, the Business Studies, Economics, Media Studies, English, Physics, Chemistry and Mathematics departments have performed at a level which is in the top 2.5% of all schools in the ALIS cohort on at least one occasion in the last 5 years.

Retention rates within courses and from Year 12 to Year 13 are very high. This can be attributed in part to the exceptional breadth of courses on offer and the flexibility of the curriculum. Increasingly, we are looking at the issue of retention at Higher Education level in order to minimise the number of false starts at university; we are putting increasing emphasis on developing the skills that will enable our students to thrive in the Higher Education environment and in employment. More specifically, the following trends in learning can be discerned as a result of the extension of the sixth form curriculum:

- greater integration of ICT skills
- students taking more responsibility for their own learning
- more effective collaborative learning
- more informed careers management

Enrichment activities and experiential learning through the pastoral system engender an environment in which students make a positive contribution to the school and wider community. They enable students to take responsibility for their own health and well-being, understand their rights and responsibilities and contribute to a safe and inclusive learning environment. Sixth formers play a leading role in policy formulation and implementation within the school.

**PROTECT - SELF-EVALUATION**

A6.2 The quality of provision in the sixth form

	1	2	3	4
Grade: The quality of provision in the sixth form	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

It has been recognised that the GCE curriculum alone no longer meets the needs of students and the wider community; we, therefore, offer two separate Level 3 curricula, GCE AS/A Levels and the International Baccalaureate Diploma, in order to accommodate the needs and aspirations of the greatest number of students. Within these curricula we offer an exceptionally broad choice of specifications: for 2010-11 we offer 60 Level 3 subject specifications (27 AS/A2 and 33 IB), all of them taught by graduate subject specialists.

A range of enrichment activities is provided to broaden students' education still further and provide relevant information at appropriate times. Our enrichment opportunities are generally provided by external specialists within their field, for example admissions tutors from local universities delivering Higher Education Advice, local health workers delivering health workshops and the Connexions service providing careers guidance sessions. Extra-curricular advice sessions are provided on careers, higher education application and student finance. Parents/guardians are also given the opportunity to attend sessions which help them to support students.

Teachers voluntarily provide specialist learning opportunities through extra-curricular activities, including sport, outdoor education, music, chess, foreign languages, enterprise, philosophy, creative writing, and drama. There is a very high degree of involvement of sixth formers within the local community. We provide extra-curricular sessions in specific academic areas run by subject specialists to maximise the students' chances of meeting their career aspirations. These include extension classes in English, History, Economics, Mathematics, Medical Ethics and Law as well as separate provision for prospective medics, vets, dentists and other applicants to highly competitive university courses. Additional sessions are offered to candidates for highly competitive courses to help prepare them for application and, later on, for interview.

The continued success of students from the sixth form in achieving places at university, in training or in employment, even under adverse economic conditions, provides evidence of the efficacy of careers provision. On the basis of last year's cohort, and taking into account gap year applicants for higher education, 100% of our students were in education, training or employment, or were in the process of applying for higher education or employment five months after they left the sixth form.

The quality of provision is monitored by Heads of Department, Deputy Head (Curriculum), Assistant Head (Curriculum) and the Head of Sixth Form. Internal subject reviews have consistently found high quality teaching practice. The feedback from students has also been overwhelmingly positive about the teaching methods and resources used and about the guidance they have received. Surveys show that students enjoy their learning.

**PROTECT - SELF-EVALUATION**

A6.3 The effectiveness of the leadership and management of the sixth form

	1	2	3	4
Grade: The effectiveness of the leadership and management of the sixth form	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

The sixth form is very well led. Students are inspired to make the most of their abilities, and the Head of Sixth and his team have established an efficient administration to support them, whilst maintaining positive staff-student relationships which develop rather than stifle students' independence. The open door policy and an uncompromising insistence on mutual respect between teachers and students underpin the pastoral wellbeing and academic success of sixth formers. They also lie at the heart of equality and diversity and are effective because they are implicit. More explicitly, equality and respect for diversity are promoted by the curriculum and pervade sixth form policies and practices.

Students are encouraged to be reflective, open-minded and principled as well as ambitious in self-development and this creates an ideal environment for learning. Some of the shortcomings of recent national initiatives in this regard have been addressed by the adoption of the International Baccalaureate Diploma and an extension of the GCE curriculum to incorporate some of the best elements of the IB.

With the support of governors, parents, students and staff, it has been possible to enrich the post-16 curriculum greatly, notwithstanding severe financial pressures. Collaboration with Torquay Grammar School for Girls and other partners enables us to offer a greater breadth of opportunity for study, maximising the choice of high-quality provision that is available. This presents challenges for monitoring performance and quality assurance, but is facilitated by a good working relationships between the relevant staff at the partner schools.

The monitoring system is designed to concentrate resources where they will be most effective. A significant element in the quality of provision is the tracking and monitoring system in place in the sixth form which is designed to be supportive without taking responsibility away from the students. Students negotiate realistic, aspirational targets early in their sixth form careers, which are explicitly linked to career progression, and are encouraged to engage in an ongoing dialogue with their teachers about their performance in relation to these targets. Parents/guardians are also provided with information about students' progress through reports and consultations and encouraged to provide support. When difficulties arise, they are quickly identified and appropriate interventions are made, for example by setting and reviewing interim targets on a monthly or weekly basis. Students facing specific barriers to learning are given additional support, coordinated by the Head of Sixth Form and a Pastoral Support Tutor.

An exceptionally able, committed and adaptable staff has been the motive force of the sixth form's success, providing the highest teaching standards as well as a multitude of extra-curricular opportunities. They have responded to initiatives, such as the introduction of the International Baccalaureate Diploma, with enthusiasm and efficiency. Underlying this is the critical support of the governing body, which has been very closely involved in the development of the post-16 curriculum.

Regular communication between students, parents and sixth form staff is facilitated by a number of systems: weekly bulletins, which are posted online, keep everyone up-to-date about developments; focus groups of sixth formers, surveys and feedback from student and parent councils inform sixth form policy

An outstandingly rich array of curricular and extra-curricular opportunities and a very high standard of education within an environment of tightening financial constraints ensures excellent value for money for parents.

## PROTECT - SELF-EVALUATION

A6.4 The overall effectiveness of the sixth form

	1	2	3	4
Grade: Overall effectiveness	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

The sixth form provides a safe, supportive environment, where diversity of outlook flourishes alongside high expectations. Most students achieve excellent outcomes and go on to higher education; those that struggle to do so or choose an alternative career direction are provided with additional support and guidance throughout. The growing reputation of the sixth form can be gauged from the growth of applications from 176 at the time of the last inspection in 2007 to 218 in 2010. Systematic quality assurance procedures and canvassing of the views of stakeholders guard against complacency. The two previous inspections have suggested that more could be done to encourage students' effectiveness as independent learners (2003) and to develop effective strategies for assessing and tracking students' progress more consistently (2007); both of these issues have been tackled and could now be regarded as particular strengths of the sixth form.

## PROTECT - SELF-EVALUATION

Sub-section A7: How effective is the boarding provision?

*Not applicable*

## PROTECT - SELF-EVALUATION

### Sub-section A8: Summative judgements

This final section draws together all the evidence and judgements made in the preceding sections of the evaluation schedule.

The judgement for *Outcomes for individuals and groups of pupils* reflects how well the pupils are doing across all of the outcomes.

The judgement for *The school's capacity for sustained improvement* reflects the effectiveness of leadership and management in securing improvement in the past and ensuring the school will continue to make progress.

These two judgements, alongside the judgements for each aspect of the quality of provision, inform the judgement *Overall effectiveness*.

*Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.*

#### A8.1 Outcomes for individuals and groups of pupils

	1	2	3	4
Grade: Outcomes for individuals and groups of pupils	X			

*Please note that this is a summative grade based largely on the grades you have decided upon for the separate outcomes. You do not need to repeat the information you have provided in those sections. In most cases, you will need to refer only to the grade descriptors for Outcomes for individuals and groups of pupils and state which one best fits your judgements.*

Comparative data, e.g. league tables, value added, SSAT, BASSer evidence of similar schools provide evidence that outcomes for individuals and groups are outstanding - matching the very best nationally. University entrance, particularly to Oxford and top institutions, is excellent, with a disproportionately high number of Firsts and Upper Seconds. Returning young alumni, through Old Grammarians, provide evidence of successful, aspiring, well-adjusted young citizens.

#### A8.2 The school's capacity for sustained improvement

	1	2	3	4
Grade: The school's capacity for sustained improvement	X			

*Briefly list your major reasons for deciding on this grade. If you judge that the school is close to a grade boundary, briefly say why you did not select the other grade.*

The relentless quest for continued success and a consistently upward profile is such that the school can continue to build on current success and raise standards still further. The introduction of the International Baccalaureate, the new 'A' Level specifications and A\*, the constantly improving enrichment programmes, the dynamic nature of Continuing Professional Development through IRIS, TLA, Trust collaboration and so on indicate an ongoing commitment by all staff to raise all outcomes - pastoral, academic and extra-curricular - still further.

In particular, the review of the assessment programme, the commitment to improve communication with parents still further through the Parent Council, the re-statement to improve accommodation, IT provision and facilities - along with laptops for sixth form - the continuing reviews of curriculum and pastoral programmes, processes and procedures are all evidence of an organisation undeviating in its drive to improve.

## PROTECT - SELF-EVALUATION

A8.3 Overall effectiveness: how good is the school?

	1	2	3	4
Grade: Overall effectiveness: how good is the school?	X			

*Please note that this is a summative grade based largely on the grades you have decided upon for Outcomes for individuals and groups of pupils, capacity for sustained improvement and in how effective is the provision. You do not need to repeat the information you have provided in those or other sections. In most cases, you will need to refer only to the grade descriptors for overall effectiveness and state which one best fits your judgements.*

Torquay Boys' Grammar School is an outstanding school, as indicated by the preceding three Ofsted inspections and has featured on each occasion in HMCI's Outstanding Schools report. The school is even stronger now than during the previous inspections.

A8.4 Important actions for the school

*Briefly list the most important actions the school needs to take to sustain outstanding overall effectiveness or to make significant improvement*

*Please provide information below*

- Continuing work on assessment.
- Continuing work on communication with parents.
- Embedding of Trust Continuing Professional Development activities.
- Embedding the IB and new 'A' Level specifications and extended project.

Commitment to maintain and improve buildings and facilities - currently specifically working on Art, Media, Technology and ICT

## PROTECT - SELF-EVALUATION

Section B: Factual information about your school

Section B is a record of statistical and other factual information about your school. Where possible, this has been pre-populated for you, using your returns from the most recent School Census. Please check that the information is correct, and amend it if necessary.

## PROTECT - SELF-EVALUATION

### Sub-section B1: Information about your school

#### B1.1 Name of school

Torquay Boys' Grammar School

#### B1.2 Unique reference number (URN)

113556

#### B1.3 Unique reference number for the school's childcare provision (where relevant)

#### B1.4 Unique reference number for the school's boarding provision (where relevant)

*Not applicable*

#### B1.5 Type of school

Grammar (selective)

#### B1.6 School category

Foundation

#### B1.7 Age range of learners

MIN	11	MAX	18
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#### B1.8 Gender of learners

Male

#### B1.9 Gender of learners in the sixth form

Coeducational

#### B1.10 Name of headteacher (or equivalent)

Mr R E Pike

#### B1.11 School's address

Shiphay Manor Drive

Torquay

Devon

Please include post code

TQ2 7EL

PROTECT - SELF-EVALUATION

B1.12 Telephone number

01803 615501

B1.13 Fax number

01803 614613

B1.14 Email address

enquiries@tbgs.torbay.sch.uk

B1.15 Website address

http://www.tbgs.co.uk

B1.16 Name of appropriate authority

Local Authority

B1.17 Name of chair

Mr Brian Wills-Pope

B1.18 Local authority

Torbay

B1.19 Section 48 inspections

*Please indicate whether or not the school has a religious character and receives a section 48 inspection.*

The school has a religious character and receives a section 48 inspection	Yes		No	X
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B1.20 The nature of the school's site

*Please give the number of sites occupied, including off-site childcare provision managed by the school/governing body. If there is more than one site, please give details in the space below, including their purpose, the distance(s) between them, and their post codes if they differ to the site entered in question B1.11.*

*Please also give an indication of the location of any work-based learning.*

Number of sites used	1
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B1.21 Reorganisation

*Please indicate whether or not the school is currently subject to reorganisation proposals. If so, please give details in the space below.*

The school is subject to reorganisation proposals	Yes		No	X
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## PROTECT - SELF-EVALUATION

### B1.22 Term dates and planned closures

*Please state the start and finish dates for each term and half term during the academic year 2009/10. Please also provide any dates when the school will be closed to pupils during term time in the academic year 2009/10.*

Term and half-term names	Start date	Finish date
Autumn Term	03/September/2009	18/December/2009
Autumn Half Term	26/October/2009	30/October/2009
Spring Term	04/January/2010	01/April/2010
Spring Half Term	15/February/2010	19/February/2010
Summer term	19/April/2010	16/July/2010
Summer Half Term	31/May/2010	04/June/2010
Dates when the school will be closed to pupils  01.09.09, 02.09.09, 19.07.10, 20.07.10 and 21.07.10		

### B1.23 School designation categories

*Please indicate whether the school has, or has applied for, any of these designations.*

Category	School currently has designation (Please tick)	An application has been made (Please tick)	Date of commencement / likely commencement
Specialist school (please state which specialism) Language College	X		01/September/1996
Specialist school (please state HPSS option 1) Language College	X		01/September/2006
Specialist school (please state HPSS option 2) Business and Enterprise	X		01/April/2007
Specialist school (please state HPSS option 3)			
Trust school	X		01/April/2008
Other (Please state what) Business and Enterprise	X		01/April/2007

*Please use this box to provide further details.*

The school was designated a Language College in September 1996 - the fourth bid was made in 2006 and a second specialism in Business and Enterprise awarded in 2007.

## PROTECT - SELF-EVALUATION

### B1.24 Existing childcare provision under the Childcare Act 2006

*Does the school provide childcare, either registered and/or unregistered, or is there registered provision at the school operated by a private or voluntary provider? This does not include maintained nursery provision, or Reception classes. Please tick to indicate the type of provision made. Session times should be to the nearest half hour.*

Childcare provided on non-domestic premises	The school/ governing body manages the provision	A private or voluntary provider manages the provision	Name of registered person / nominated person	Length of session (hours)	Age range of children (from, to)	Maximum number of places available in the provision
Children 0 to under aged 3 years						
Children aged 3 years to end of the Early Years Foundation Stage						
Children from the end of the Early Years Foundation Stage to under aged 8 years						
Children aged 8-17 years						
Total						0

### B1.25 Plans for future childcare provision under the Childcare Act 2006

*Are you in the process of applying for a childcare registration on your school premises?*

*If yes, please answer the questions below. This does not include maintained nursery provision, or Reception classes.*

Childcare provided on non-domestic premises	Governing body is to manage the provision.	Private or voluntary provider is to manage the provision.	Name of Registered person/nominated person if applicable	Length of session (hours)	Age range of children (from, to)	Maximum number of places available in the provision
Children 0 to under aged 3 years						
Children aged 3 years to end of the EYFS						
Children from the end of the EYFS to under aged 8 years						
Children aged 8-17 years						
Total						0

**PROTECT - SELF-EVALUATION**

B1.26 Extended services

*Please indicate any extended services provided by the school. Tick Yes to indicate which type(s) of provision are made and give a brief indication of the extent and nature of the provision.*

Type of Provision	Tick if Yes	Extent and nature of provision
Parental support including family learning programme		
Specialist support services		
Community access including adult learning	X	15 evening classes per week
Childcare (indicate if year round or term time only)		
Study support (after school catch up provision - indicate if year round or term time only)		
Other		

*Please use this box to provide further significant details not covered above.*

AST in Mathematics one day a week. Raising boys' literacy project joint working with two other secondary schools in Torbay (Paignton Community and Sports College and Torquay Community College). TBGS is the strong support partner for Torquay Community College undergoing a rebuild under the BSF Pathfinder Project.

B1.27 Designated special educational needs (SEN) resource base or similar provision

*If your school has a local authority designated special educational needs resource base or other similar provision, please indicate its function by entering a disability or difficulty from those listed in the notes for guidance and give the number of places provided. Please indicate whether the school has any of the following: a remove room; a learning support centre; or an internal exclusion centre.*

*Throughout the rest of the form, this provision is referred to as 'SEN resource base'.*

Designated resource base/provision for:	Places
If other was chosen please specify	
If other was chosen please specify	

## PROTECT - SELF-EVALUATION

### B1.28 School federations and other collaborative arrangements

Please indicate whether or not the school is part of any kind of collaborative arrangement.

If it is, please describe the nature of the arrangement in the text box below. For example, please record whether there is a single governing body, a statutory governance collaboration involving a joint committee, or any other arrangement. For information on federations and other collaborative arrangements, please refer to [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

In the data fields, please record the names and unique reference numbers of the other schools in the federation or collaborative arrangement. Please also record the name of the school, person (executive or shared head, for example) or group who leads the federation or collaborative arrangement.

The school is part of a collaborative arrangement	Yes	X	No	
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Details of other schools in the federation or other collaborative arrangement:-

Name of school	Colyton Grammar School	URN	113555
Name of school	Bournemouth School	URN	113900
Name of school	Poole Grammar School	URN	113909
Name of school		URN	
Name of the school, person or group who leads the federation or other collaborative arrangement			

TBGS has recently become a Trust School, a member of the South West Academic Trust, (SWAT), working with three other selective schools and their partner schools, other trustees being HSBC, Exeter University and the Primary Care Trust
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### B1.29 Work-related learning

Please give the numbers of learners involved in work-related learning (for learners aged 14-16, under section 178 of the Education Act 2002), and the nature of the provision. Provide any brief details in the space below. Please list no more than the top five provisions.

Nature of provision	Below Y10	Y10	Y11	Y12	Y13	Y14	Total
							0
							0
							0
							0
							0
Total	0	0	0	0	0	0	0

### B1.30 Diploma partnership arrangements

Please list partners and include a brief description of arrangements, including any planned future arrangements.

Name of partner	Torquay Community College
Name of partner	Brixham College
Name of partner	Paignton Community and Sports College
Name of partner	
Name of partner	
Name of partner	
We work in partnership with the above three schools, delivering the BAF Diploma. This will be extended next year.	

**PROTECT - SELF-EVALUATION**

**B1.31 Joint 14-16 provision**

*Please indicate whether or not the school has arrangements for joint teaching of 14-16 courses with other schools or colleges. If so please give details in the box below, with names and unique reference number (if known) of the other schools and colleges involved.*

The school makes joint 14-16 provision	Yes		No	
--	-----	--	----	--

Other school and colleges involved:-

Name of school/college	Torquay Community College	URN (If known)	
Name of school/college	All non-selective secondary schools in Torbay LA	URN (If known)	
Name of school/college		URN (If known)	

We currently deliver the Applied Business GCSE course to one group of Year 11 students at TCC

We take responsibility for the Business, Administration and Finance Diploma level 2. This is taught on TBGS site on one day a week to year 10 students, this extending to two days next September

**B1.32 Joint post-16 provision**

*Please indicate whether or not the school has arrangements for joint teaching of post-16 courses with other schools or colleges. If so please give details in the box below, with names and unique reference number (if known) of the other schools and colleges involved.*

The school makes joint post-16 provision	Yes	X	No	
--	-----	---	----	--

Other schools and colleges involved:

Name of school/college	Torquay Girls' Grammar School	URN (If known)	113523
Name of school/college		URN (If known)	
Name of school/college		URN (If known)	

Joint sixth form arrangements for some subjects with neighbouring Torquay Grammar School for Girls. (URN 113523).

## PROTECT - SELF-EVALUATION

### Sub-section B2: Information about the learners

#### B2.1 Number of learners

*Please give the current number of learners on the roll in each of the categories in the table.*

		Boys	Girls	Total
Children 0 to under aged 3 years				0
Children aged 3 years to end of the Early Years Foundation Stage	Government funded early education provision			0
	Maintained nursery			0
Key stage 2	Year 5	0	0	0
	Year 6	0	0	0
Key stage 3	Year 7	150		150
	Year 8	150		150
	Year 9	150		150
Key stage 4	Year 10	150		150
	Year 11	148		148
Sixth Form	Year 12	160	8	168
	Year 13	142		142
	Year 14			0
Total		1050	8	1058

#### B2.2 Number of children in out-of-school provision

*If the school offers out-of-school provision, which is managed by the school/governing body, please give the current number of children who use the provision*

	Boys	Girls	Total
Children in out-of-school provision	0	0	0

#### B2.3 Number of learners on roll placed in alternative provision

	Boys	Girls	Total
Excluded learners			0
Other Learners			0

#### B2.4 Number of children with a child protection plan

	Boys	Girls	Total
Children with a child protection plan			0

## PROTECT - SELF-EVALUATION

### B2.5 Ethnic background of learners in maintained provision

*Please record the numbers of learners in each classification; the total columns will auto-calculate.*

	Boys	Girls	Total
White - British	972	7	979
White - Irish	0	0	0
White - any other White background	31	0	31
Mixed - White and Black Caribbean	0	0	0
Mixed - White and Black African	0	0	0
Mixed - White and Asian	3	0	3
Mixed - any other mixed background	11	1	12
Asian or Asian British - Indian	3	0	3
Asian or Asian British - Pakistani	2	0	2
Asian or Asian British - Bangladeshi	1	0	1
Asian or Asian British - any other Asian background	5	0	5
Black or Black British - Caribbean	0	0	0
Black or Black British - African	0	0	0
Black or Black British - any other Black background	2	0	2
Chinese	10	0	10
Gypsy/Roma	0	0	0
Traveller of Irish Heritage	0	0	0
Any other ethnic group	5	0	5
Parent /carer / learner preferred not to say	5	0	5
Information not obtained	0	0	0
<b>Total</b>	<b>1050</b>	<b>8</b>	<b>1058</b>

### B2.6 Refugees and asylum seekers

*Please give the number of learners on the school's roll who are refugees or asylum seekers. Use the space below to give any further significant details.*

Number of refugees and asylum seekers	0
Number of refugees and asylum seekers designated as looked after children	

### B2.7 Support for minority ethnic learners, including Gypsy, Roma or Travellers of Irish heritage

*Please give the numbers of minority ethnic learners, including Gypsy, Roma and Travellers of Irish heritage who receive support through specific funding, from whatever source.*

Number of minority ethnic learners supported through specific funding	0
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## PROTECT - SELF-EVALUATION

### B2.8 English as an additional language

Please give the total number of learners who speak English as an additional language.

Total number of learners who speak English as an additional language	24
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Please give the number of learners who are at an early stage of English language acquisition.

Number of learners who are at an early stage of English language acquisition.	0
---	---

Please list the three most common first languages spoken by the learners who are at an early stage of English language acquisition. Please list them in order, with most frequent first

	If other, please specify:
	If other, please specify:
	If other, please specify:

### B2.9 Learners with special educational needs and/or disabilities

Please give the number of learners at each of the following levels of provision identified in the Special Educational Needs Code of Practice.

Level of provision	0-3	3 to the end of the Early Years Foundation Stage (excluding Reception)	Key Stage 2	Key Stage 3	Key Stage 4	Sixth form	Total
Undergoing assessment							0
School Action / Early Action				11	6	21	38
School Action Plus / Early Action Plus				1	1	1	3
Statement of special educational needs					1		1
Learners, not included in the above, who have disabilities under section 17 of the Children Act 1989							0
Other (please specify)							0
<b>Total</b>	0	0	0	12	8	22	42

## PROTECT - SELF-EVALUATION

### B2.10 The nature of learners' special educational needs and/or disabilities

Please record the number of learners in each of the following groups who have a statement of special educational needs or who are recorded as School Action Plus, under the Special Educational Needs Code of Practice. Please enter each learner once only, according to the most significant disability/difficulty.

If you use the last line of the table marked 'other' please specify the disability or difficulty.

Disability/difficulty		0-3	3 to the end of the Early Years Foundation Stage (excluding Reception)	Key stage 2	Key stage 3	Key stage 4	Sixth form
Specific learning (dyslexia)	Any additional SEN resource base						
	Main school						
Moderate learning	Any additional SEN resource base						
	Main school						
Severe learning	Any additional SEN resource base						
	Main school						
Profound and multiple learning	Any additional SEN resource base						
	Main school						
Behavioural, emotional and social	Any additional SEN resource base						
	Main school				1		
Speech language and communication	Any additional SEN resource base						
	Main school						
Hearing impairment	Any additional SEN resource base						
	Main school						
Visual impairment	Any additional SEN resource base						
	Main school						
Multi-sensory impairment	Any additional SEN resource base						
	Main school						
Physical	Any additional SEN resource base						
	Main school					1	
Autistic spectrum disorder	Any additional SEN resource base						
	Main school						
Other (Please specify)	Any additional SEN resource base						
	Main school					1	1
	Any additional SEN	0	0	0	0	0	0

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Total (statements and School Action Plus)	resource base						
	Main school	0	0	0	1	2	1

**B2.11 Learners who are Gifted and Talented**

*Please record the number of gifted and talented learners*

	Key stage 2	Key stage 3	Key stage 4	Sixth form	Total
Identified as gifted and talented in most recent school census		231	156	172	559

**B2.12 Learners for whom the National Curriculum is disapplied**

*Please give the number of learners for whom the National Curriculum (including its assessment arrangements) is disapplied in whole or in part. Please record in the box below, details of the subject(s) from which they are disapplied and the alternative provision made for these learners. Do not include the names of the learners.*

Number of learners disapplied	0
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**B2.13 Children for whom the learning and development requirements of the Early Years Foundation Stage are disapplied**

*Please give the number of children who are exempt from the learning and development requirements of the Early Years Foundation Stage. When you are inspected, please give the lead inspector details of the exemption(s) and the date of the QCA notification where applicable.*

Number of children disapplied	
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**B2.14 Learner mobility**

*Please indicate the usual ages of admissions and transfers to the school, and the usual time that these occur during the academic year.*

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*Please indicate the level of learner mobility with reference to admissions and transfers in the last academic year.*

The number of learners who joined the school other than at the usual time of admission	8
The number of learners who left the school other than at the usual time of leaving or transfer	6
The number of learners on roll in January of the last academic year (from relevant Annual School Census)	1041
The number of learners who are Gypsy, Roma and Travellers of Irish heritage, that travel throughout the school year	

**B2.15 Learner mobility in pupil referral units**

*Not applicable*

**B2.16 Looked after children**

*Please enter the current number of looked after children.*

Number of looked after children	0
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*Please indicate details, including any variations year to year*

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## PROTECT - SELF-EVALUATION

### Sub-section B3: Information about learners' targets

#### B3.1 Statutory targets (applies only to schools with learners in Year 6)

Please give the school's statutory targets for attainment in National Curriculum assessments at the end of Key Stage 2 which you report to the local authority. Please give the targets for the most recent year for which you have published test results, and those for the subsequent year.

Year		
Target % of learners expected to achieve Level 4 or above in both English and maths (Year 6)		
Target % of learners expected to achieve 2 levels of progress in English (Year 6)		
Target % of learners expected to achieve 2 levels of progress in maths (Year 6)		

#### B3.2 Statutory targets (applies only to schools with learners in Year 11)

Please give the school's statutory targets for GCSE examination results at the end of Key Stage 4 which you publish for parents/carers. Please give the targets for the most recent year for which you have published GCSE examination results, and those for the subsequent year.

Year	2008	2009
Target % of learners expected to achieve 5 or more grades A* to C including English and maths	100	100

#### B3.3 Specialist school designation (applies only to schools with specialist status)

Number of years of designation: 12

#### B3.4 Specialist school specialism attainment targets (applies only to schools with specialist status)

Specialism Attainment Targets	Specialism	Subject	2007/08		2008/09		2009/10	
			Target	Actual	Target	Actual	Target	Actual
Average point score								
Target and actual average point score for first specialism subject 1		Spanish		50.7				
Target and actual average point score for first specialism subject 2		German		45.1				
Target and actual average point score for first specialism subject 3		French		49.9				
Target and actual average point score for second specialism subject 1		Business studies		41.5				
Target and actual average point score for second specialism subject 2								
Target and actual average point score for second specialism subject 3								

#### B3.5 Specialist school students' achievement targets (applies only to schools with specialist status)

Students' Achievement Targets	2007/08		2008/09		2009/10	
	Target	Actual	Target	Actual	Target	Actual
Proportion of Students						
Target and actual proportion of students achieving 3 or more A*/A grades at GCSE or equivalent	%	%	%	%	%	%

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B3.6 Specialist school specialism participation targets (applies only to schools with specialist status)

Specialism Participation Targets	Specialism	2007/08		2008/09		2009/10	
		Target	Actual	Target	Actual	Target	Actual
Average point score							
Key Stage 4: proportion of students taking specialism 1	All three languages above	100%	100%	100%	100%	%	%
Post 16: number of students taking specialism 1	All three languages above		64		79		
Key Stage 4: proportion of students taking specialism 2	Business studies	%	77%	75%	79%	%	%
Post 16: number of students taking specialism 2	Business studies or Economics				107		
Key Stage 4: proportion of students taking specialism 3		%	%	%	%	%	%
Post 16: number of students taking specialism 3							

B3.7 Optional targets for pupil referral units

*Not applicable*

B3.8 Other statutory targets for special schools (applies only to learners in Years 6, 9 and 11)

*Not applicable*

## PROTECT - SELF-EVALUATION

Sub-section B4: Information about exclusions, transfers and retention

B4.1 and B4.2 Exclusions and transfers of learners in maintained settings by ethnicity

*Please give in B4.1 the number of fixed period and permanent exclusions during year immediately prior to the time in which the data is entered.*

*If the school does not formally exclude learners, or if such transfers take place in addition to formal exclusions, please give in B4.2 the number of instances of temporary and permanent transfers to alternative provision for behaviour-related or disciplinary reasons during the school year prior to the inspection. Please note that this refers to the number of instances, not the number of learners involved.*

Please provide the start and end date of the year for which the data is entered into B4.1 and B4.2:

	From: 01/January/2007				To: 31/December/2007			
	B4.1 Exclusion				B4.2 Transferred pupils			
	Number of exclusions				Number of transfers made			
	Fixed Period		Permanent		Fixed Period		Permanent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
White - British	14		2					
White - Irish								
White - any other White background								
Mixed - White and Black Caribbean								
Mixed - White and Black African								
Mixed - White and Asian								
Mixed - any other mixed background								
Asian or Asian British - Indian								
Asian or Asian British - Pakistani								
Asian or Asian British - Bangladeshi								
Asian or Asian British - any other Asian background								
Black or Black British - Caribbean								
Black or Black British - African								
Black or Black British - any other Black background	1							
Chinese								
Gypsy/Roma								
Traveller of Irish Heritage								
Any other ethnic group								
Parent/carer/learner preferred not to say								
Information not obtained								
<b>Total number of exclusions / transfers of boys / girls</b>	<b>15</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## PROTECT - SELF-EVALUATION

B4.3 and B4.4 Exclusions and transfers of learners in maintained settings, with special educational needs and/or disabilities

Please give the number of fixed period and permanent exclusions during year immediately prior to the time in which the data is entered.

If the school does not formally exclude learners, or if such transfers take place in addition to formal exclusions, please give in B4.4 the number of instances of temporary and permanent transfers to alternative provision for behaviour-related or disciplinary reasons during the school year prior to the inspection. Please note that this refers to the number of instances, not the number of learners involved.

Please provide the start and end date of the year for which the data is entered into B4.3 and B4.4:

	From:				To:			
	B4.3 Exclusion				B4.4 Transferred pupils			
	Number of exclusions				Number of transfers made			
	Fixed Period		Permanent		Fixed Period		Permanent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
School Action / Early Action								
School Action Plus / Early Action Plus								
Statement of special educational needs								
Learners not included in the above, who have disabilities under section 17 of the Children Act 1989								
Other (please specify)								
Total number of exclusions of boys / girls with special educational needs and / or disabilities	0	0	0	0	0	0	0	0

B4.5 Retention post-16

		Number enrolled on the course on 1 November during the last academic year	Number who completed the course at the end of the last academic year	% course retention rate (the number completing the qualifications x100, divided by the number enrolled on the qualification on 1 November)
Level 3	AS	153	153	100.0
	A2	139	135	97.1
Level 2				NaN
Below Level 2				NaN

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B4.6 Routes taken by learners aged 15+ (usually applies only to schools with learners in Years 11, 12 and 13)

*Please record the number of learners aged 15 and above who, having completed Year 11, Year 12 or Year 13, took the following routes at the start of the last complete academic year.*

Year	Y11	Y12	Y13
A course at any school or any course of further education	146	161	
Any course at a higher education institution			
Employment without training		2	2
Employer based government supported training (trainee not employed by employer)			
Employer based government funded training (trainee fully employed by employer)			
Gap Year (Year 13 only)			30
Not in education, employment or training			
Any other category (please describe) Higher Education			114

## PROTECT - SELF-EVALUATION

### Sub-section B5: Information about provision

#### B5.1 Teaching time

*Please give the total teaching time each week (to the nearest half hour). Please refer to the helpbutton guidance.*

	Teaching time
0-3	
3 to the end of the Early Years Foundation Stage, excluding Reception	
Key Stage 2	
Key Stage 3	25
Key Stage 4	25
Sixth Form	21.5

#### B5.2 Curriculum description

*Please provide any information about how the curriculum is organised throughout the school. For example, about option choices, support/withdrawal teaching, work-related learning and/or, in the Early Years Foundation Stage, about child initiated activities, adult led activities etc. Include any relevant additional groups and/or subjects.*

Curriculum description
<p>The curriculum for students at TBGS is delivered on a fortnightly timetable of 50 one hour periods. There are 25 periods per week</p> <p>In year 7 students are taught in 6 mixed ability tutor groups of 25 students based on a pastoral system in 6 houses. In Year 8, boys are still taught in mixed ability groups but these are no longer based on tutor groupings. In Maths, however, the students are put into sets according to their mathematical ability. In Y7 students choose one language to study from German or Spanish. In Y8 students choose an additional language, either French or Mandarin Chinese, amaintaining both of these through year 9: many continue to study two languages to GCSE. In Y7 and Y8 students have 1 period per fortnight of Enrichment which is delivered by form tutors or specialist staff together with invited outside speakers. In Technology groups are reorganised so that no group contains more than 20 students. The curriculum breakdown (per fortnight) for Y7 and Y8 is as follows:</p> <p>Y7 English 6 periods, Maths 6, Science 6, Art 2, Geography 4, German/Spanish 6 ICT 2, History 4, Music 2, PE 1, RE 2, Technology 4, Enrichment 1, Games 4</p> <p>Y8 English 6 periods, Maths 6, Science 6, Art 2, Geography 3, German/Spanish 4 French/Mandarin 4, ICT 2, History 3, Music 2, PE 1, RE 2, Technology 4, Enrichment 1, Games 4</p> <p>In Year 9 students remain in mixed ability classes of 25 though these may not be the same as those of the previous year. As in Y8, Maths is taught in ability groups. The curriculum breakdown (per fortnight) for Y9 is as follows.</p> <p>Y9 English 6 periods, Maths 6, Science 6, Art 2, Geography 3, German/Spanish 4 French/Mandarin 4, ICT 2, Business Studs 2, History 3, Music 2, PE 1, RE 2, Technology 2, Enrichment 1, Games 4</p> <p>In Years 10 and 11 students choose options. They must continue with English, Science, Maths, RE and Games and they are encouraged to continue with at least one of their two languages. They can then select 3, or possibly 4, other options from Art, Geography, History, Business Studies, Music, Media Studies, Technology and Mandarin for the first time this year. Students in Y10 will also be studying ICT with the aim of gaining the ECDL qualification or the OCR National at the end of Y11. At the beginning of Y11 students have a week of work experience. Science is delivered by specialist teachers of each discipline and current Y11 students will do 'Additional science' having completed one science GCSE at the end of last year. Some of the current year 10 will take the single sciences at the end of year 11. GCSE PE and Drama have also been offered as GCSE options in the last two years.</p> <p>Y10 English 6 periods, Maths 6, ICT 2, Science 9, German/Spanish/French 5, RE 3, French 5, Games 4, + 4 Options 5 each</p> <p>Y11 English 6 periods, Maths 6, Science 9, German/Spanish 3, RE 2, French 5, Games 4, + 3 Options 5 each</p> <p>In Y12 all students study 4 AS subjects. with an extension option which may include Critical Thinking or General Studies. The subjects chosen by the students are delivered on 10 periods per subject per fortnight. PE is an option for all students in both Y12 &amp; Y13. An alternative to this would be Work Experience or Supported Self-Study.</p>

## PROTECT - SELF-EVALUATION

Year 12 Four subjects from

Art, Biology, Business Studies, Chemistry, Classics, Computing, Design, Drama, Economics, English Literature, French, Geography, German, Government & Politics, History, Human Biology, Mathematics, Further Mathematics, Media Studies, Music, Psychology, PE, Physics, RE, Russian, Spanish, Technology

Plus an extension option

In Y13 those students who take 4 AS levels may drop one subject if they wish. Those who do drop a subject may take Critical Thinking or General Studies instead. Those students who take 3 AS levels will continue with the 3 subjects and may take one of Critical thinking or General Studies in addition. There is some flexibility in this system. General Studies is delivered on 2 lessons per fortnight and Critical Thinking is delivered on 4 lessons per fortnight. The subjects chosen by the students are delivered on 10 periods per subject per fortnight.

Year 13 Three or Four subjects from

Art, Biology, Business Studies, Chemistry, Classics, Computing, Design, Drama, Economics, English Literature, French, Geography, German, Government & Politics, History, Human Biology, Mathematics, Further Mathematics, Media Studies, Music, Psychology, PE, Physics, RE, Russian, Spanish, Technology

Plus General Studies or Critical Thinking

### B5.3 Banding and setting

*Please indicate how your school organises classes in English, mathematics and science, by placing a tick in the relevant boxes. If your school uses banding or setting for any other subjects, please record the details in the text box below.*

	English				Mathematics				Science			
	Mixed ability	Broad banding	Setting by ability	Mixture of methods	Mixed ability	Broad banding	Setting by ability	Mixture of methods	Mixed ability	Broad banding	Setting by ability	Mixture of methods
Y3												
Y4												
Y5												
Y6												
Y7					X							
Y8							X					
Y9							X					
Y10							X					
Y11							X					
Y12												
Y13												

We offer both double and separate sciences at GCSE

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B5.4 Diploma programme

*Please enter in the table the number of full-time learners following diploma programmes. Please specify the names of the diploma courses against the appropriate course level - L1, L2 and L3.*

	Course name	Years 9-11	Years 12-13
L3			
L2			
L1			
	Total number of learners	0	0

## PROTECT - SELF-EVALUATION

### B5.5 Post-16 programmes

Please enter in the table the number of full-time learners following the programmes listed. With the exception of any diploma programmes already listed in B5.4, please specify any other programmes in the brackets within the lines marked 'other', and include the level of the course (L1, L2, and L3)

		Year 12	Year 13
L3	A level and AS level	137	138
	Advanced vocational programmes	0	0
	A/AS and vocational combination	0	0
	International Baccalaureate programmes	27	0
L2	Intermediate vocational programmes	0	0
	GCSE based programmes	0	0
	GCSE and vocational combination	0	0
L1	Foundation vocational programmes	0	0
	Other		
	Other		
	Other		
	Other		
	Total number of learners	164	138

### B5.6 Provision of sport

Please give the number of pupils provided with at least two hours per week of high quality sport.

Number of pupils provided with at least two hours per week of high quality sport	1058
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### B5.7 School lunches

Please give the number of pupils who take school lunches.

Number of pupils who take school lunches	420
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## PROTECT - SELF-EVALUATION

### Sub-section B6: Information about staffing

#### B6.1 Number of teachers

Please indicate the numbers of qualified and unqualified teachers in each of the categories in the table. Please give full-time (FTE) equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent					Total FTE
	Teaching solely in the SEN resource base	Teaching solely in provision for 0-3 year olds	Teaching solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Teaching in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Teaching in more than one of the previous categories	
Qualified teachers (including the headteacher)				75.27		75.27
Unqualified teachers						0
Total FTE	0	0	0	75.27	0	75.27

#### B6.2 Support teachers for minority ethnic learners, including Gypsy, Roma and Travellers of Irish heritage

Of the qualified teachers included in 6.1 (number of teachers), indicate the deployment (full-time equivalent) of those who support learners from minority ethnic, including Gypsy, Roma and Travellers of Irish heritage, using the following categories.

	Full-time equivalent					Total FTE
	Teaching solely in the SEN resource base	Teaching solely in provision for 0-3 year olds	Teaching solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Teaching in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Teaching in more than one of the previous categories	
Support teachers funded through the Ethnic Minority Achievement Grant (EMAG)						0
Support teachers funded through the Children's Services Grant for pupils who are Gypsy, Roma and Travellers of Irish heritage						0
Support received in last year from Traveller Education Support Service						0
Support teachers funded through LA or other funding sources						0
Total FTE	0	0	0	0	0	0

## PROTECT - SELF-EVALUATION

### B6.3 Teaching assistants and other education support staff

Please give the numbers of education support staff in each of the categories below. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent					Total FTE
	Working solely in the SEN resource base	Working solely in provision for 0-3 year olds	Working solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Working in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Working in more than one of the previous categories	
Qualified nursery assistants and trained teaching assistants						0
Teaching assistants trained to support learners with special educational needs and/or disabilities						0
Other teaching assistants						0
Other education support staff				3.5		3.5
<b>Total FTE</b>	0	0	0	3.5	0	3.5

### B6.4 Support staff for minority ethnic learners, including Gypsy, Roma and Travellers of Irish heritage

Of the support staff included in 6.3 (teaching assistants and other support staff), indicate the deployment (full-time equivalent) of those who support pupils from minority ethnic, including Gypsy, Roma and Travellers of Irish heritage, using the following categories.

	Full-time equivalent					Total FTE
	Working solely in the SEN resource base	Working solely in provision for 0-3 year olds	Working solely in provision for children aged 3 to the end of the Early Years Foundation Stage, excluding Reception	Working in Reception classes and/or any key stage, and/or in the sixth form, but not in any of the previous categories	Working in more than one of the previous categories	
Support staff funded through the Ethnic Minority Achievement Grant (EMAG)						0
Support staff funded through the Children's Services Grant for pupils who are Gypsy, Roma and Travellers of Irish heritage						0
Support staff funded through LA or other funding sources						0
<b>Total FTE</b>	0	0	0	0	0	0

## PROTECT - SELF-EVALUATION

### B6.5 Staff in the childcare provision

Please indicate the numbers and qualifications of all staff deployed to work in the childcare provision. Please give full-time equivalent figures throughout, apportioning staff appropriately.

	Full-time equivalent		
	Children 0 to under aged 3 years	Children aged 3 years to the end of the Early Years Foundation Stage, excluding Reception	Total FTE
Qualified teacher status			0
Early years professional status			0
Qualified nursery assistants			0
Trained teaching assistants			0
Teaching assistants trained to support learners with special educational needs and/or disabilities			0
Other unqualified support staff			0
<b>Total FTE</b>	0	0	0

Please indicate the name of the registered person.

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### B6.6 Staff turnover - leavers

Please give the full-time equivalent number of teachers and education support staff, including the senior leadership team and higher level teaching assistants, who left the school during the previous and current academic years.

If the governing body also provides registered childcare, please give the full-time equivalent number of staff who have left this area of work over the last 2 years.

	Full-time equivalent	
	Total leaving in previous academic year	Total leaving in current academic year
Senior leadership team member holding QTS		
Of which:		
Headteacher		
Deputy or assistant headteacher		
Head of year		
Head of faculty/department		
Senior leadership team member not holding QTS		
Of which:		
Headteacher		
Deputy or assistant headteacher		
Head of year		
Head of faculty/department		
Classroom teacher holding QTS	5.28	
Classroom teacher not holding QTS		
Education support staff	1	1
Of which:		
Higher level teaching assistant		

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	Teaching assistant		
	Technician	1	1
	Other		
Total		6.28	1
	Childcare: Children 0 to under aged 3 years		
	Childcare: Children aged 3 years to end of the Early Years Foundation Stage		
<i>Please use this box to add any explanatory comments regarding staff leaving the school</i>			

**B6.7 Staff turnover - joiners**

*Please give the full-time equivalent number of teachers and education support staff, including the senior leadership team and higher level teaching assistants, who took up their appointment at the school during the previous and current academic years. If the governing body also provides registered childcare, please give the full-time equivalent number of staff who have been appointed to this area of work over the last 2 years.*

	Full-time equivalent	
	Total joining in previous academic year	Total joining in current academic year
Senior leadership team member holding QTS		
Of which:		
Headteacher		
Deputy or assistant headteacher		
Head of year		
Head of faculty/department		
Senior leadership team member not holding QTS		
Of which:		
Headteacher		
Deputy or assistant headteacher		
Head of year		
Head of faculty/department		
Classroom teacher holding QTS	5.3	
Classroom teacher not holding QTS		
Education support staff		
Of which:		
Higher level teaching assistant		
Teaching assistant		
Technician	1	1
Other		

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Total	5.3	0
Childcare: Children 0 to under aged 3 years		
Childcare: Children aged 3 years to end of the Early Years Foundation Stage		
<i>Please use this box to add any explanatory comments regarding staff joining the school</i>		

**B6.8 Temporary teachers and teaching vacancies**

*Please give the number of vacant posts and the number of posts currently filled by agency, supply or relief teachers, or by teachers on short-term contracts of less than a full school year. Please give the full-time equivalent figure.*

Number of vacancies filled by teachers on temporary contracts of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contracts of less than one term (FTE)	0
Total number of vacant teaching posts (FTE)	0

## PROTECT - SELF-EVALUATION

Sub-section B7: Information about finance and resources

B7.1 Financial information for the year April to March

From April 2007	To March 2008		
Income and expenditure (£)	Balances (£)		
Total income	4316801	Balance from previous year	6771
Total expenditure	4323572	Balance carried forward to the next year	0.0
Expenditure per pupil	4086.6	% of deficit or balance carried forward to the next year	0.0

*Please add an explanation if the deficit or carry forward is greater than 5% of the total budget*

B7.2 and B7.3 Consistent Financial Reporting (CFR)

Please ensure that CFR returns have been submitted to the DCSF. You can access the appropriate website by clicking on the following link -

<https://sfb.teachernet.gov.uk/login.aspx>

Full guidance can also be obtained from the website.

B7.4 Number of computers for learners' use

*Please give the number of learners to computers*

Number of learners (from B2.1)	1058
Number of computers	300
Number of learners per computer	3.5

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Section C: information about compliance with statutory requirements

Please complete the following table relating to statutory requirements.

*Please complete each question in this section by placing a tick in the relevant column to indicate how far statutory requirements are being met.*

*Fully in place: all statutory requirements that apply to your school are fully in place*

*Partly in place: most statutory requirements are in place, but action needs to be taken to ensure that they are fully in place*

*Not in place: the statutory requirements that apply to the school are not in place and action needs to be taken to ensure that they are.*

*Where action is needed, please provide an explanation in the space provided, and indicate what action the governing body is taking.*

The curriculum

	Fully in place	Partly in place	Not in place
C1. Every learner receives the full statutory curriculum that the school must provide. (Note: if aspects of the curriculum are disapplied, please indicate partly in place and explain below.)	X		
C2. The school provides teaching of religious education for all learners in accordance with the locally agreed syllabus (or otherwise, in accordance with relevant prescribed exceptions) and has told parents/carers of the right to withdraw their children.	X		
C3. The school provides a daily act of collective worship for all learners and has told parents/carers of the right to withdraw their children and, where applicable, sixth formers of their own right to withdraw.		X	
C4. The school has a written policy on sex and relationships education, and has made it available to parents/carers.	X		
C5. <i>(Schools with pupils of primary age)</i> The governing body has decided whether or not to provide sex and relationships education (other than that required by the national curriculum) and, if doing so, has agreed the content and organisation of the programme and has told parents/carers about it and the right to withdraw their children.			
C6. <i>(Schools with pupils of secondary age)</i> The governing body has agreed the content and organisation of its programme of sex and relationships education (other than that required by the national curriculum) and has told parents/carers about it and the right to withdraw their children.	X		
C7. The school meets fully the learning and development requirements of the Early Years Foundation Stage.			

## PROTECT - SELF-EVALUATION

### Equality & diversity

	Fully in place	Partly in place	Not in place
C8. The governing body has implemented policies and practices to ensure that it does not discriminate unlawfully against learners, job applicants or staff on the grounds of, gender (including gender reassignment), race, disability, sexual orientation, religion and belief, marital/civil partnership status or age (where applicable).	X		
C9. The governing body complies with its general duties under the Sex Discrimination Act 1975 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including <ul style="list-style-type: none"> <li>• a gender equality scheme (or a single equality scheme that clearly incorporates a gender equality scheme) which includes arrangements to:               <ul style="list-style-type: none"> <li>- monitor the implementation of the scheme and</li> <li>- assess its impact on staff, learners and parents/carers.</li> </ul> </li> </ul>	X		
C10. The governing body complies with its general duties under the Race Relations Act 1976 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including <ul style="list-style-type: none"> <li>• a race equality policy (or a single equality scheme that clearly incorporates a race equality policy) which includes arrangements to:               <ul style="list-style-type: none"> <li>- monitor the implementation of the scheme and</li> <li>- assess its impact on staff, learners and parents/carers.</li> </ul> </li> </ul>	X		
C11. The governing body complies with its general duties under the Disability Discrimination Act 1995 (as amended), specific duties in subordinate legislation made under the Act, and the requirements of the statutory codes of practice made under the Act including <ul style="list-style-type: none"> <li>• a disability equality scheme (or a single equality scheme that clearly incorporates a disability equality scheme) which includes arrangements to:               <ul style="list-style-type: none"> <li>- monitor the implementation of the scheme and</li> <li>- assess its impact on staff, learners and parents/carers.</li> </ul> </li> </ul>	X		

### Learners with special educational needs and/or disabilities

	Fully in place	Partly in place	Not in place
C12. The school meets its requirements in Part IV of the Education Act 1996 and has regard to the Special Educational Needs Code of Practice when meeting learners' special educational needs, publishes its policy and makes it known to parents/carers and reports annually on the success of its policy.	X		
C13. The school meets the requirements of Part 4 of the Disability Discrimination Act 1995 (DDA) and any subsequent requirements and has regard to the (DRC) code of practice for schools (2002). The school publishes and informs parents/carers of its accessibility plan and disability equality scheme and reports annually on progress made on these.	X		
C14. The school has appointed a special educational needs coordinator and has ensured that the post holder has received training.		X	

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Learners' care and well-being

	Fully in place	Partly in place	Not in place
C15. The school has procedures in place to ensure that it meets all relevant health and safety legislation.	X		
C16. The school has a child protection policy and procedures in place that are in accordance with local authority and DCSF guidance and locally agreed interagency procedures, (and the policy is made available to parents/carers on request).	X		
C17. Where the governing body provides school lunches and/or other school food, they ensure that they meet current DCSF standards.	X		
C18. The school complies with the welfare requirements of the Early Years Foundation Stage.			
C19. The school complies with its duties under s43, 44 and 45 of the Education Act 1997 (as amended most recently by the Education and Skills Act 2008) in the provision of careers education, information and advice.	X		

Informing parents/carers

	Fully in place	Partly in place	Not in place
C20. The headteacher and/or governing body as appropriate ensures that all statutory assessments are conducted and results are forwarded to parents/carers and appropriate bodies.	X		
C21. The headteacher (of maintained schools only) ensures that each year a report on each learner's educational achievements is forwarded to their parents/carers.	X		
C22. The school keeps parents/carers and prospective parents/carers informed by publishing a school prospectus and by publishing a school profile in accordance with Regulations.	X		

## PROTECT - SELF-EVALUATION

### Leadership and management

	Fully in place	Partly in place	Not in place
C23. Where applicable, the governing body has met the Financial Management Standard in Schools	X		
C24. The responsibilities of the governing body, its committees, the headteacher and staff in respect of finances are clearly defined and limits of delegated authority are delineated.	X		
C25. The governing body has a performance management policy and ensures that all teachers, including the headteacher, are appraised in accordance with statutory requirements.	X		
C26. The governing body has secured that the provisions in the School Teachers' Pay and Conditions Document and any associated regulations relating to terms and conditions, including performance management and induction, have been implemented for all teachers and the headteacher.	X		
C27. The governing body has all relevant complaints and appeals procedures, as set out in the DCSF guide to the law for school governors.	X		
C28. The governing body fulfils the requirements to promote community cohesion.	X		
C29. The school meets the current government requirements regarding safeguarding children and safer recruitment.	X		
C30. The governing body ensures that childcare is registered, where this is required by the Childcare Act 2006, and complies with all necessary registration requirements.	X		

Please state briefly what action is being taken to deal with requirements that are partly in place or not in place.

3. A daily act of collective worship is not possible, given the lack of availability of appropriate meeting areas. All pupils currently attend assemblies at least twice a week.
14. We have a new SENCo who has undertaken Safeguarding training and will complete SENCo training as soon as possible