

Position Statement

The school has established a track record of strong outcomes over the past five years at both Key Stage 4 and 5. In 2022 the school's Progress 8 score was +0.70 (+0.39 in 2018 and +0.17 in 2019), placing the school in the top 6 -10% nationally. *We have used the 2019 coefficients for this calculation.* In 2022 90% of students achieved a grade 4+ in English and Maths, with 75% of students achieving a grade 5+ and 30% grade 7+. In 2019 77% Grade 4+ and 56% grade 5+. For the fourth consecutive year results in science have been excellent. (91% 2x Grade 4+; 79% 2x Grade 5+; 42% 2x Grade 7+ in 2022). All these data figures have improved from 2018 and 2019. In 2022, 42% of all student grades were grades 7, 8 or 9 and 15% grade 9's.

A Level performance is once again outstanding with an ALPS '2' in 2022 which, according to ALPS, is recognised as "Outstanding" and "scoring between the 90th and 99th percentile". In terms of other Post-16 indicators, the Value-Added score for 2022 was +0.17. Of all grades achieved, 55% were A*/A. In terms of progression, 98% of students gained entry to their first choice University with 53% accessing Russell Group universities.

To further embed the school's ethos of 'Never Stop Flying' and aspiration a 'Values Driven Education' behaviour system was re-launched in September 2022. This has had a clear impact on the climate for learning and permeates all aspects of the school's provision.

Given the strength of performance, leadership at all levels (including governance) and an emerging culture of excellence, there is evidence that the school is resolutely working to achieve a sustained and high-quality standard of education.

Context

There are currently 1,889 students on roll, aged from 11-19 years. The school is oversubscribed in all year groups from 7 to 11. The school agreed to an increase in PAN between 2018 and 2022 of 250 (phased at 50 per year in year 7) to support an increased birth-rate across Barnsley Authority. Every year we are the school of choice in the local area and we have increased our main school PAN from 1350 to 1600 students, Increase of 250 students, with students joining us from 35 primaries.

The substantial majority of students are from white British backgrounds with a small proportion of students from minority ethnic backgrounds (5%). The percentage of students eligible for free school meals is increasing (currently 11.9%). SEND (Special Educational Needs) figures are below national average at 12.2%. We have a SEND resource provision within the school, where students access a bespoke and individualised timetable according to their needs and abilities. Due to the rapid success of this provision the local authority are using this as a model of excellent practice for other settings.

Students' attainment levels on entry are consistently above the national average. KS2 average points score for current Y7 is 107, Y8 is 103 (TA), & 9 is 106 (TA), Y10 is 107 and Y11 is 106. This is reflected in the school's 'flight paths' which set aspirational indicators for all groups of students to follow leading to positive Progress 8 scores.



Quality of Education

Judgement: 2+

Governors and school leaders judge the overall effectiveness of the school as strong due to overall excellent quality of educational provision that students receive from Year 7 to Year 13. This is further strengthened by a strong progress profile for all year groups; routinely highly effective teaching for all students, a commitment to Values Driven Education and strong leadership at all levels. Below are key progress and attainment measures over the last five years.

Measure	2018	2019	2020 (TAGs)	2021 (CAGs)	2022
Progress 8 Score	+0.39	+0.17	+0.69	+0.44	+0.70
Attainment 8 Score	53.68	52.5	57.017	56.21	59.58
% of students achieving a pass in Eng & Ma	82%	77%	83.7%	81.7%	90%
% of students achieving a grade 5+ pass in Eng & Maths	66%	56%	64.1%	64.6%	75%
% of students achieving English Baccalaureate	30.8%	36%	24.4%	20.1%	24.6%

A key indicator which evidences this is the improved performance of the Disadvantaged students.

In English and mathematics, the Progress 8 scores for disadvantaged students has improved markedly over time. For example, in 2019 the Progress of disadvantaged students was -0.48 in English Language and -0.53 English Literature. English progress for disadvantaged students for 2022 has improved is English Language -0.21 & English Literature -0.14.

For Maths the disadvantaged progress in 2019 was -0.08 and in 2022 +0.18. An improvement of +0.26

Disadvantaged progress has improved in recent years. In 2022 the average attainment 8 score was 46.14 compared to 2019 of 40.23. Average grade increased to 4.61 from 4.02 from 2019 to 2022. Grade 4 in English and Maths also significantly improved from 56.7% to 71.4% and grade 5 in English and Maths from 36.7% to 57.1% from 2019 to 2022

Attainment of SEND students has again improved from 2019

Increase in average attainment 8 for SEND students from 2019 to 2022. 31.68 to 36.61.

Progress of PP and SEND students in years 8, 9 & 10 is also strong.

SEND Math's and English Progress and Attainment Measures

Measure	2019	2022
English Progress 8 score	-0.03	+0.011
Maths Progress 8 score	+0.019	-0.25
% of students achieving a grade 4+ in English	43%	55%
% of students achieving a grade 4+ in Maths	36%	55%
% of students achieving a grade 4+ pass in Eng & Ma	26%	45%
% of students achieving a grade 5+ in English	20%	50%
% of students achieving a grade 5+ in Maths	16%	41%
% of students achieving a grade 5+ pass in Eng & Ma	10%	36.4%

Science

Results in Science are also on the increase with students grading two grades at 4+, 5+ and 7+ all improving from 2019.

Measure	2019	2022
44+	84%	91%
55+	70%	79%
77+	33%	42%

The curriculum is broad, balanced and exceptionally well designed throughout. The planning and sequencing of the curriculum ensures students progressively learn new knowledge and apply this knowledge when working towards clearly defined end points. Students are adept at using subject-specific language when they talk about their learning. Each department has spent considerable time designing, planning, and implementing their curriculum intent, long term plans, and medium-term schemes of learning so that students work towards clearly defined end points which are



Never Stop Flying

Achieving Excellence through a Values Driven Education

outlined in department's assessment & feedback policies. This has positively impacted on the quality of teaching and assessment to a point where leaders believe the quality of education at PGS is excellent. Leaders place no limits on what students can achieve. Students are encouraged to 'Never Stop Flying'. And many students rise to this challenge. They take immense pride in their studies and work in their books is of a consistently high standard. They behave exceptionally well and are a credit to themselves.

The curriculum remains ambitious, broad, balanced, and aligned with the national curriculum throughout. In years 7 and 8 students learn the essential knowledge of how to be resilient and independent, aligned with gradually building subject knowledge and high academic challenge, which creates a solid foundation upon which to develop academic and personal success. In year 9 the academic rigour and challenge within the curriculum effectively prepares students for progression into KS4. At the heart of our KS4 curriculum is a strong academic core with 53% of students at Y10 studying the Ebacc. At KS4 the curriculum continues to dedicate a balanced amount of time to all subjects with curriculum time in Physical Education and Religious and Citizenship Studies undertaken by all students. The impact of this is excellent outcomes at Y11 and Y13, consistently high quality student work across the curriculum, and students being prepared for life beyond school in modern Britain.

There have been no significant changes to Post 16 curriculum offer but we do review our offer every year. We are largely an academic centre who offer traditional A Levels but do keep track of current trends in Post 16 education, as well as canvassing opinion from our Year 11 students, and make every effort to offer popular subjects which students would like to study. As a consequence, we introduced a Criminology, a L3 diploma, in 2020 and are introducing the EPQ in 2022 with a view to look to formally offer this from 2023

Students at Penistone Grammar School study a 3 year key stage 3 curriculum, and a 2 year key stage 4 curriculum, with the opportunity (subject to KS4 outcomes) to progress into the school's Post-16 Centre.

In year 7 and 8, pupils are taught in mixed ability groupings, except for Mathematics, where pupils are grouped by prior learning and progress within their band in order to tailor learning building specifically upon key stage 2 learning.

As pupils move into year 9 the key stage 3 curriculum continues to underpin learning. To support the transition into key stage 4, structures within the curriculum are introduced. This includes a widening of discrete setting to other core subjects, and an element of choice introduced for pupils. As they move into year 9, students are given the opportunity to specialise in a language, or to follow a dual-language path. Alongside this, pupils are able to preference for which technology disciplines they wish to study, as well as making choices about Art and Drama.

In year 10, alongside a core curriculum of English, Maths and Science, pupils can choose the optional courses they study from an offer of 25 different subjects which includes vocational and GCSE qualifications. To ensure the curriculum is aspirational and given the slow pace at which the proportion of pupils who follow an English Baccalaureate has growing in recent years, the school has changed the structure of the options process. From September 2022, pupils study 4 optional subjects which includes a Language and a Humanity (53% Ebacc entered qualifying, increased from 23% for the 2023 cohort). With a focus on the quality of outcomes as a key factor in progression beyond key stage 4, 40% of pupils study 3 optional qualifications, including a Humanity, Language or additional Science, and use the time gained to secure learning in English and Mathematics. From September 2022, the curriculum offer in years 10 and 11 also offers a knowledge rich and challenging, tailored pathways for students with SEND, including smaller groups to facilitate access to GCSEs.

The school's post-16 centre is thriving, with 170 students enrolled in year 12 from September 2022 (the largest intake to date). The school's post-16 offer is predominantly A Level, with one vocational qualification introduced. Approximately 75% of students taking up places are students of PGS (over 50% of the year group).

The provision for students with special educational needs and/or disabilities (SEND) is significantly improving. Our resource provision is outstanding, and students receive an exceptional offer. SEND support throughout the rest of the school has been variable, with some students receiving effective help, while for others it is less effective. This has been rapidly acted upon and an action plan was formulated to ensure our offer and approach is consistent. Leaders plans to strengthen SEND knowledge and provision across the school and further improve support and progress for students with SEND, has seen early successes. Two NASENCO trained, staff with NPQML, NPQSL qualifications lead our SEND provision and every department has a named SEND champion who disseminates key teaching and learning strategies to department members.

The Ofsted inspection in October 2017 confirmed that the quality of teaching, learning and assessment is a strength across the school. We believe and have evidence that this is has further improved. The profile of teaching and learning is very strong in all subject areas. This improved profile is due to four key factors: robust, consistent and challenging line management from Senior to Middle Leaders, the strategic leadership of Quality of Education, the strength of middle leadership and the comprehensive in-house teacher development programme which all teachers follow.



As a result of our values driven approach to education, a small number of carefully selected improvement priorities have been identified: ensuring the appropriate level of challenge for all students; using prior attainment and teacher knowledge to inform highly effective planning with teaching staff strategically identifying 'closing the gap' students and tailoring support and intervention in the classroom first. Teachers have high academic expectations of all students by 'teaching to the top' and providing scaffolding to tailor support for students to reach their full potential.

SLT drive 'supporting values driven' learning walks: SLT record areas of strength and development on a regular basis providing regular and routine Quality Assurance across the school. All staff embrace an 'open door' culture and with a genuine commitment to collaboration in the pursuit of excellence. This has been aligned with school leaders removing formal lesson observations from the appraisal process to enable a culture of continuous improvement. Using a coaching model, every teacher actively participates in the 'Teacher Development Programme' which is a non-judgemental, low stakes, high trust coaching programme focused on improving the quality of teaching through a 'one size fits one' approach. This is coupled with subject-specific CPD and quality assurance focused on improving the quality of education at department level. Furthermore, we have appointed lead teaching and learning coaches to provide specialised high-quality coaching and mentoring for our Early Career Teachers. There are frequent and regular opportunities for staff to share effective practice and to learn and plan collaboratively. This is done at both department and school level. For example, subject curriculum development sessions are strategically planned with calendared T&L group and T&L bulletins showcasing the most effective practice from within school and 'best bets' from the latest research evidence available, for example, Rosenshine's Principles of Instruction and Lemov's Teach like a Champion techniques. The impact of this is that all teachers actively seek opportunities to improve their teaching and become experts in their subjects with the time allocated being focused on subject knowledge (curriculum), pedagogy (teaching) students (learning). Furthermore, any teacher teaching outside their main areas of expertise are effectively supported.

Quality Assurance has a tiered approach: individual, leaders, and school. It is tailored dependent on the school priorities and individual needs. Enquiry Visits (Deep Dives) provide an evaluation of the Quality of Education within all subject areas leading to the celebration of strengths coupled with the identification of appropriate actions. The impact of this is that school leaders at all levels have an astute understanding of the intent, implementation and impact of the curriculum at a subject and classroom level. This leads to the continuous improvement of the quality and consistency of education provided across school. Governors have also been involved in the leading of enquiry visits.

Assessment is a strength across the school, It is used well by teachers and leaders to embed and use knowledge fluently, systematically check students' understanding, inform teaching, and identify gaps in learning. This leads to accurate tailored support and clear direct feedback to students in and out of lessons. All staff implement the use of the strategic 'closing the gap' strategy. Leaders understand the limitations of the excessive use of summative assessment and data collection, therefore we have reduced 'Assessment Review Points' to a maximum of three per year group with each used to inform clear actions (Closing the Gap strategy).

Reading has a central importance in school. There is a breadth of reading programmes available for all students. Students who need help with reading are identified early. Students get the right support to improve their reading rapidly. All students are nurtured to develop a love of reading.

Teachers have an acute understanding of the context of the school and its students and use their expertise, enthusiasm, and subject knowledge to have a positive impact on learning. Throughout lessons, students are challenged by teachers' high expectations combined with the systematic and effective checking of prior knowledge and understanding. Strong systems, such as the use of strategic seating plans, ensure that prior attainment and contextualised data is used effectively to inform planning and progression

In lessons, teachers implement coherent and progressive subject curriculums. Effective techniques and strategies are applied to present content clearly, promote appropriate discussion, and allow students to know, understand and do more. Teachers' systematically check students' understanding, identify misconceptions accurately and provide actionable feedback in a responsive manner. The use of frequent practice, meaningful home learning and cognitive supports in lesson, for example Essential Knowledge Books at KS3 enable students to know and remember more, and apply knowledge fluently and independently as they progress through the curriculum.

The quality of education provided is excellent in a high proportion of curriculum areas: Maths, Geography, Social Sciences, Business, RCS, English, Science, PE and Computing, and is consistently good across all other curriculum areas.

The Principal, governors and school leaders continually work with an excellent external school improvement partner from B11. Governors and the Principal set the yearly calendar and five school improvement focus days are carried out. *These reports are available on request.*



Behaviour & Attitudes (attendance) Judgement: 2+

Students behave excellently well and are considerate to each other. Ofsted confirmed in their last inspection: 'conduct around the school is very good, Students appreciate the building and show respect for it as well as towards each other.' Students are proud of their school which is shown by their excellent attitude and commitment to achieve'. Many visitors, including our external school improvement partner and other headteachers comment on the positive ethos and climate. Students are polite, civilised at all times and they are punctual. In lessons students' excellent behaviour for learning and high levels of engagement are strong features of their learning as are excellent relationships with staff; this is a direct result of the implementation of improved challenge and pace and the skilled and highly consistent behaviour management by all staff. The last Ofsted report states: *'Students want to achieve well, and they show very mature attitudes to learning and a great determination to achieve the best that they can'*. Students conduct is superb. The impact of their strong relationships with staff is tangible. The very small minority of students who occasionally fall short of the school's high behaviour expectations are well supported to turn things around. As a result, the school is calm and orderly. Bullying is not tolerated and students confirm that any acts of bullying is swiftly dealt with by adults.

In September 2022, the Values Driven Expectations (VDE) behaviour system was re-launched. This is aimed at establishing and sustaining the highest of standards both in lessons, at break time, lunchtime and at all other times in the school day. The system is integral to the school's five core values which in turn, completely align to our British values. VDE emphasises the school's commitment to rewarding students for excellent effort through a simple merit stamp system which is captured in the student's planner. However, should a student's behaviour fail to conform to expectations, then a line is lost. 6 lines result in a student being placed in 'Supporting Expectations' (SE) for 3 teaching periods; In this way, the school is effectively addressing and eradicating all low-level disruption and optimising the conditions for high quality learning. Already, there is a marked improvement in behaviour both in lessons and around the school.

The 'Values Led' agenda continues to have a positive effect on conduct across the school and on students' positive attitudes to learning. The established rewards system, underpinned by the 5 core values, shows how the large majority of students in all year groups are committed to behaving well and achieving rewards points.

We took the decision to not organise whole school rewards trips due to the Covid pandemic and the fact that many venues were yet to fully re-open. In 2022, smaller events were organised based upon the a new House point system with a Christmas trip to the Penistone Paramount cinema and a trip to Alton Towers in July. 355 students attended this event, 93 of these students being from other Houses who were rewarded with a "golden ticket" for their significant contribution to the House system.

The commitment to values driven learning in the pursuit of excellence has had a significant impact on the attitude and behaviour of students. This is clearly heightening their sense of responsibility and fully supporting their understanding of the vitally important role played by effort. The active use of effort criteria (5 being excellent and 1 unacceptable) is integral to students' learning experience. Effort is also reported on frequently to supplement progress data.

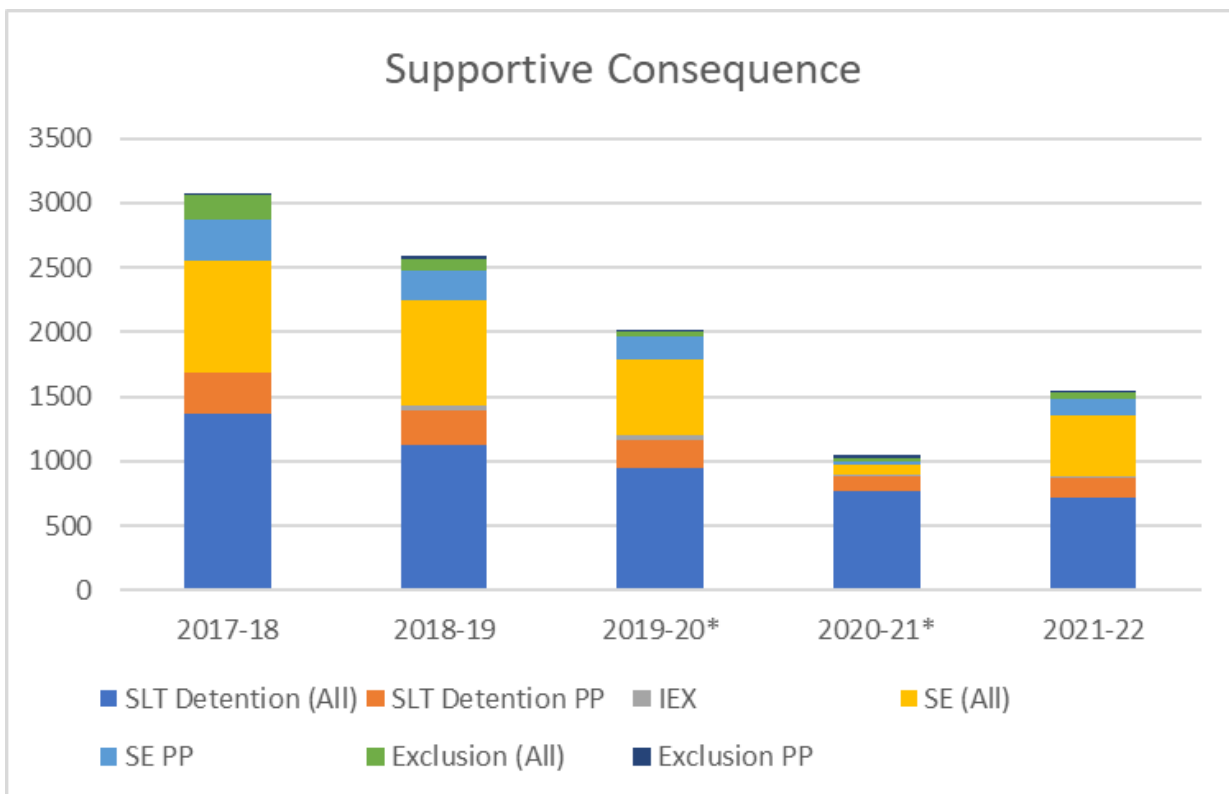
All students are encouraged to aim high in all that they do. We have recently employed our own in house Careers Advisor who supports all aspects of career education. In 2018 we achieved the Careers Standard Award. We work closely with the local authority to monitor our progress toward meeting all the Gatsby benchmarks. A key feature of this provision is to work with students in key stage three as well as students in KS4 and 5. This ensures that all students are better prepared for the next stage in their education, employment or training. To date, careers support has been a strong feature of the school as evidenced by a minimum number of NEETs (as we gather data for the October survey we currently have one student from our 2021 – 2022 cohort that is potentially NEET due to the fact that they are currently in employment without training. We are working with the family, the student and the Barnsley TIAG team to ensure training is in place). We have positive destinations for the significant majority of students: On average over 50% of students secured places at Russell Group universities and over 98% went to their university of choice.

Students are proud to attend the school and are welcoming, friendly and respectful to each other and adults. In lessons, they are enthusiastic about learning, show a willingness to work collaboratively and are keen to know how to further improve their work. They show high levels of maturity and respect for their teachers and peers.

The evolution of our Values Driven Expectations Policy provides students with more opportunities to make appropriate choices to regulate their behaviour before they reach a fixed term suspension. It also recognises that 'one size does not fit all' and in many cases, reasonable adjustments are made, especially that of students with SEND. Leaders recognise that there is a need to support students to modify their behaviour, particularly vulnerable students. The below data shows how year on year in a lot of areas there have been improvements in behaviour across the school, showing that Values Driven Expectations is an impactful support system for our staff and students.



Supportive Consequence	2017-18	2018-19	2019-20*	2020-21*	2021-22
SLT Detention (All)	1368	1121	949	771	719
SLT Detention PP	324	270	209	118	147
Internal EX	0	38	42	2	16
Supporting Expectations (All)	861	822	582	80	467
Supporting Expectations PP	324	226	181	21	137
Suspension (All)	180	94	37	38	48
Suspension PP	17	15	5	17	8



It is worth noting that the behaviour system was adapted due to bubbles in 2020-21 because of COVID. All data is exact up to the end of June 2022.

The philosophy of uncompromisingly high expectations does not present an obstacle to intensive, bespoke wraparound systems of care and support for students. A wide and extensive range of interventions are in place to assist in the modification of poor student behaviour to ensure that all students can take up a positive role in society as adults. The school continues to prioritise mental health support for our students. Performance data for students who have been temporarily suspended shows that many of these students modify their behaviour and achieve academic success because of our wraparound care



Personal development is important across our curriculum areas and is explicitly covered in Beliefs and Ethics. Core Citizenship is designed to stimulate and encourage individuals to be respectful, tolerant citizens in society capable of fostering healthy relationships. We aim to provide students with the knowledge, skills, and qualities they need to keep themselves healthy, safe and prepared for life and work beyond education. Through this, we will positively impact on both academic and non-academic outcomes for pupils.

The Religious Studies programme enables students to explore beliefs, experiences and values linking to social, moral, spiritual and cultural education. We support students to become knowledge rich in our selected areas of study, can challenge and cite misconceptions whilst simultaneously developing their own personal knowledge about faith, meaning and morality.

Personal development is growing across the school, with curriculum areas focusing on opportunities to build cultural capital and curriculum enrichment in the 2022-23 academic year. A refocusing of leadership portfolio's has ensured an Assistant Principal has the overview and this and will drive it forward.

The student leadership team is comprised of students from all year groups and they act as strong role models for others with a clear emphasis on promoting the ability of all students to self-regulate their behaviour and to take responsibility for their actions. The student voice plays a key role in directing activities to further strengthen the supportive culture of the school. The significant majority of students say that bullying is not a problem and behaviour is excellent overall with very few reports of serious incidents.

Attendance

As a school we finished the academic year 2021-22 with attendance of 92.7% for all students. Although national figures have not been published in full for the 2021-22 academic year, as of the end of June Penistone was 0.9% above the national figure (as reported by the LA). The persistent absence rate was 20.85%, significantly exasperated by COVID related illness but an area for focus in 2022-23.

EHCP students

This is a stand-out area for PGS in comparison to local (84.5%) and national (84.3%, figures correct as of end of June 2022 according to the LA), with 88.52% attendance. This is slightly down on all students and does require some focus but in comparison to other schools locally, and given our large number of EHCPs (due to the Heart Space provision we have in place), this should be seen as an area of success. This figure is also impacted by a number of school refusers who, despite intensive intervention, have clear medical or SEND advice which says they are unable to attend school.

Pupil Premium students

Pupil Premium attendance for 2021-22 is 88.3%, 4.4% below that of the whole school cohort (Y7-11) and 5.1% below the non-PP cohort. Meetings are being held with parents and students in school to reinforce the need for strong attendance from September 2022 with barriers being identified and removed as far as possible.

2022-23

There have been significant changes made to adjust to the post-pandemic landscape and with the increased emphasis from central government on attendance. The attendance team has been adjusted to increase accountability and a new attendance protocol has been put in place (Sol Attendance). We are going to reinstate attendance rewards, not only looking at those who have consistently good attendance but also those whose attendance improves and deserves recognition. We have introduced a 'late gate' in order to ensure we tackle late to school (this was 0.8% last year). We have put training in place to support our inclusion team to tackle attendance.

Students express their views confidently and feel well supported by staff. Student Support Officers for all year groups have a positive effect on students' sense of security and wellbeing within school. Students relate very well to each other which is clearly enhanced by the horizontal mentor groups. Students respond to risk sensibly and readily report concerns to their teachers. Students understand they are members of a supportive community and that they are responsible for contributing to the positive experiences of other students. The Post 16 leadership team are powerful role models for all students. They actively engage with the student body and this year we have more student leaders in main school than ever before. Student leaders are proud of their school and very keen to attend school events such as open evenings and parent evenings. They confidently contribute to overall organisation and they are ambassadors for the school; at the recent Y6 open evening 200 students from all year groups contributed to this highly successful event. Without doubt, student leaders epitomise the school's five core values and help others to recognise their importance.

We have a number of staff currently undertaking mental health training to support of students even further. We have over 50 staff who have been trained as Staff Wellbeing Ambassadors. A member of SLT has completed the 'Leadership of school Mental Health and Well Being' MA at Leeds Beckett University. This member of staff is currently on a one-day secondment working for Minds Ahead, a social enterprise who work with the DfE and Leeds Beckett University. The Mental Health Practitioner has undertaken the 'Awareness of Mental Health' distance learning. Both courses provide expertise at Penistone to work with students and train additional staff to support our vulnerable students. We have been



awarded a gold award from Leeds Beckett for our mental health provision, one of the first secondary schools to have done so.

Students say they feel very safe in the school and know how to keep themselves safe in the wider world. They are confident that if problems arise they know staff will help and support them. There is a programme in place to ensure students are aware of the risks from extremism and radicalisation and they know where to seek help if they are concerned about themselves or their peers. Bullying is rare and students know that when it does happen, it will be dealt with quickly and effectively.

We structure a wealth of opportunities into our curriculum to enrich our students experience and enjoyment of school. Promoting our students' emotional, health and well-being, guiding them to make positive choices, building their social responsibility and encouraging a lifelong love of learning. The Beliefs and Ethics curriculum is well structured, meeting all the national requirements and enriching our students personal development. Personal development is covered in mentor time, assemblies, across the curriculum and through a wide range of enrichment activities.



The principal has been in post 5 years and has established leaders at both senior and middle leadership levels. Leaders have established a curriculum that inspires students and students. There is high ambition for all. This includes students with special educational needs and/or disabilities (SEND) and disadvantaged students. Governors pay close attention to the most vulnerable learners. Again, middle leadership is seen as excellent. Line management from senior leaders has been strategically planned around the quality of education and the curriculum which is highly ambitious and knowledge rich. The team has a higher profile than ever before and is central to ensuring a positive, 'growth mindset' culture of learning: in the majority of lessons, a member of the SLT team 'walks the school' dropping into lessons to support staff and students and to reinforce key messages. This is an important routine part of the QA process and these 'supporting Values Driven Education' learning walks are reported on at SLT meetings to ensure high standards are maintained and best practice is acknowledged. The governors play an active role in the school's leadership; the robust accountability agenda has contributed to significant and rapid improvement over the past few years demonstrating sustainability. All leaders and managers including the well informed and active governing body are highly ambitious for students. There is a relentless focus on high quality teaching and learning with the structure in place to quickly and effectively improve teachers. The 'Teacher Development Programme' is based on coaching and using teachers' subject specialist knowledge to further improve practice and to ensure that whole school priorities are implemented. Given Penistone's ambition to be outstanding, 'values driven education' was relaunched in Sept 2022 based on our 5 core values: 'aim high, be determined, be brave, be supportive and be proud'. The values permeate all that we do and are underpinned by a 'growth mindset' approach. All staff and students are involved in a 'root and branch' cultural development programme where effort is praised rather than ability and students are equipped with the strategies needed to apply their effort effectively. The new Values Driven Education behaviour system is a significant development and the product of extensive research. This is intended to reward students for fully engaging in the learning process and to drive out any low-level disruption from lessons. In a short space of time there is evidence of significant impact.

It should be noted that the school is highly efficient in its financial management and deployment of staff operating in line with government expectations for contact ratio. Given the school's outcomes, this is clear evidence of excellent value for money. Job description for Curriculum Area Leaders (CALs) requires a sharp focus on the quality of curriculum offer, achievement & progress of key groups and routine quality assurance. They can therefore directly support and challenge teachers in order to maintain a focus on excellence. Middle leaders are absolutely central to students' success and this is evidenced by strong key stage 4/5 results in subjects. They have significant experience of leading quality assurance supported by SLT and in terms of their own teaching, all middle leaders are high effective practitioners. They can therefore directly support colleagues to move aspects of their practice to 'outstanding'.

As part of our culture of continuous improvement we have a strong emphasis on developing current and future leaders. Our latest cohort of 18 staff (15 female, 3 male) completed the Leadership Development Programme in 2021-22. Six of these are now completing an NPQ alongside five other teachers within school (1 NPQH, NASENCO, 3 NPQSL, and 7 NPQML new courses). The impact of this is that we have improved the consistency and reduced variance between leaders prepared staff for promotion to leadership positions.

The house system is thriving and central to the school's ethos and strong SMSC. In the re-structure, a lead Head of House role was created in order to further strengthen student voice and student leadership. In the last academic year the impact of the house system is exemplified by students' commitment to charity events such as Sheffield Children's Hospital, which included sponsoring a family day care room. The school have raised over £50,000 for the charity in the past four and a half years. The Principal was asked to turn on the Christmas lights, we have been awarded an award by the hospital (the Educational Establishment Award) and the events such as runs and events have really brought the wider community together

In terms of safeguarding, all procedures are effectively implemented. Ofsted commented that 'students feel safe. They speak confidently about a range of potential dangers and how to manage them including cyber –bullying, and different types of prejudice.' Support for students in all year groups is first class. Staff receive annual training and changes to senior leadership roles has further enhanced both personal development and behaviour and attitudes. There are three key leadership posts aligned to our strategic priorities: head of behaviour, head of pastoral support and head of attendance. Our safeguarding lead has disseminated the training she has received for CSE and the Prevent Agenda. Training has also been delivered to all groups of staff on 'Keeping Children Safe in Education'. We have also further developed our systems to ensure robust record keeping and monitoring of vulnerable students.

A key aspect of promoting students' spiritual, moral, social and cultural development is to ensure students understand the importance of fundamental British Values which align to the school's 5 core values. All members of the school community work hard to protect students from radicalisation and extremism. Students understand the need to report any concerns that they may have about harmful and negative influences from a range of potential sources including social media.



The senior leadership team is very strong. The Principal is supported by two Vice Principals, an Executive Director, five Assistant Principals and three Directors, all are highly effective and experienced, Middle Leadership is strong and is supported by outstanding SLT line management. The introduction of the Enquiry Visits model has ensured leaders know the school well and that department leaders make changes that impact significantly on student outcomes and their Quality of Education

The Principal, in tandem with the Chair of Governors and the Senior Leadership Team, provides strong leadership. There is an unrelenting focus on improving student outcomes and improving the quality of education to support all students. Standards have risen rapidly and continue to do so.



Effectiveness of Post 16

Judgement: 1

Student voice demonstrates that students are exceptionally passionate about their experience in our Post 16 Centre. They feel that the school goes above and beyond to provide bespoke support. Students benefit greatly from work placements and visits to universities and other external agencies. A very high proportion of Post 16 students progress to Russell Group universities. Leadership is strong at all levels. Staff universally buy into the Post 16 leaders' vision. Everyone is pulling in the same direction to ensure all students have a first-class quality education in our Post 16 Centre.

Students want to come and study in our Post 16 Centre which is evidenced by increasing numbers of students both applying and attaining a place. 2022 was the first year we have been oversubscribed with 170 students successfully enrolling into year 12. Of this 170, 139 students have come from our own year 11 students which is the largest proportion of internal students we have ever had enrol. Retention from year 12 into year 13 is traditionally above national but has taken a dip in the two most recent years, largely due to the impact of the pandemic. A robust plan is now in place to ensure that retention returns to the excellent pre-pandemic levels.

There is an excellent quality of educational provision that students receive in Post 16. This is strengthened and supported by a strong progress profile for both year 12 and year 13 and consistently outstanding examination results which have been within the top 10% of providers nationally for five years running. We focus on improving the life chances of students in our care and are unashamedly dedicated to helping our young people achieve strong passes in academic qualifications to enable them to progress to their choice of Post 18 destination.

Post 18 destinations continue to be outstanding with an increasing number of students applying to and taking up places at highly competitive universities, including over 50% of applicants over each of the last three years gaining places at Russell group universities. Every year several students are successful at gaining places on highly competitive courses such as medicine, dentistry and veterinary medicine or at highly competitive universities such as Oxford and Cambridge. An increasing number of students also gain places on highly competitive degree level apprenticeships.

Leadership is strong at all levels in Post 16. The Assistant Principal is supported by an Assistant Head of Post 16, a Post 16 Leader of Learning and two Post 16 Support Managers, all of whom are all highly effective and experienced. There is an unrelenting focus on improving student outcomes and improving the quality of education to support all students. Standards and outcomes have risen rapidly and continue to be high. Student leadership is also strong with an elected Post 16 Senior Leadership Team, supported by a team of senior prefects. Each year the team decide and implement on a project of their own choosing to further improve some element either Post 16 or whole school.

Our Post 16 careers offer is outstanding and offers a broad and bespoke approach in line with the Gatsby benchmarks. Aspects are delivered through tutorial, assemblies and enrichment, and personal guidance is offered via 1:1 meetings members of the post 16 team and the school careers advisor. There is extensive support for many areas such as medicine, nursing and teaching. Extended support is also given for those applying for competitive courses at competitive universities including working with university outreach programmes and external agencies such as the Linacre Institute.

There is an excellent PSHCE curriculum in Post 16. This programme is delivered across the curriculum and ensures that Post 16 students will be better equipped to face the challenges of A Levels and beyond, and are supported in selecting the right tools to allow them to reach their potential. The tutorial learner pathway and assembly programme are split into three strands: the 'A level mindset' model, 'Life beyond Post 16' and PSHCE. PSHCE provision is enhanced through sessions delivered by external providers on topics such as sexual bullying and money management. Students complete a minimum of 1 week of work experience so all encounter employers, work with other employees and have experience of the workplace. All year 12 students also take part in enrichment to develop skills beyond what they would develop in the classroom, to become a more rounded, to improve confidence, to help make decisions about the future and to improve the chances of success Post 18.

Wellbeing and pastoral support are a cornerstone of our offer at Post 16. A full-time Student Support Manager provides pastoral support which includes targeted one-to-one support with a focus on individual needs. We also offer regular 'drop-in' support sessions and students can complete a confidential self-referral to request support at any time. All students also undergo a wellbeing screening which has enabled us to identify students who might benefit from support, particularly in relation to their perception of themselves as learners and, by extension, their self-confidence. We also have a team of trained Wellbeing Peer Mentors who work with students requiring low level intervention and help to promote positive mental health and wellbeing in Post 16. For students who require more focused support, we have a full-time Counsellor and Mental Health Lead in school and two trainee counsellors who work exclusively with Post 16 students.



Progress Against Ofsted Improvement – Oct 2017

Next steps for the school Leaders and those responsible for governance should ensure that:

- they take swift steps to improve the attendance of disadvantaged students
- they ensure that all teachers put into place strategies to improve the progress of disadvantaged students and the most able students more consistently
- all staff apply the new behaviour system consistently

