

The validation of the School Self Review and Evaluation (SSRE) covered the full range of the school's judgments but focused on three specific aspects. These were

- Achievement against prior attainment
- Teaching and learning
- Distributed leadership

Achievement against prior attainment

Achievement against prior attainment is good. Overall, students at the school make good progress academically, personally, socially, physically and emotionally.

At Key Stage 3 most students make better progress than expected.

At Key Stage 4 the school's results are in line with MidYIS (Middle Years Information System) predictions and above Yellis (Year 11 Information System) predictions.

Key Stage 5 students make very good progress in their learning. The Alis (A Level Information System) feedback indicated the school was in the top 5 percent of schools using the system (about 85 per cent of schools in the British Isles) in terms of value added from GCSE in 2012. Results in 2013 indicate that the school is in the top 15 percent. Progress in Key Stage 5 is very good.

Overall, progress over time is better than expected given starting points of the students.

Teaching and learning

Teaching and Learning is good overall. Teachers set high expectations and lessons engage, challenge and motivate students. Teachers demonstrate good levels of subject knowledge. Students are clear about how they are to be assessed and know their current levels and where they need to improve. They are reflective about their learning.

The school provides very good opportunities for students to learn outside the classrooms through, for example, educational visits and a wide range of extra-curricular clubs. The Standalone Week was spoken about enthusiastically by both students and teachers.

Distributed leadership

Distributed Leadership is good and is on course to be a significant strength. The organisational condition required for distributed leadership has been nurtured by the headteacher and the leadership team and is now very well placed to become embedded. Leadership is based on mutual enquiry, dialogue and partnership rather than in a position or role. The development plan focuses on the goals needed to be achieved to reach the school vision. Subject leaders feel empowered to take the lead for aspects of school improvement. The Team Self Review and Evaluation (TSRE) is a good model and is leading to a strong school self review process. Support staff feel fully involved in school improvement. The School Council spoke eloquently about its democratic process for helping the school to make decisions that lead to improvements for students. The school's approach to



professional development, using FINSET (flexible training), is a contributing factor to the successful move towards distributed leadership.

Other Areas Considered

As well as the three specific aspects of the SSRE on which it focused, the validation team also concurred with some of our other judgments:

- The Ramsey Approach is working well. Students and teachers are living the approach. It is a 'code of conduct' that permeates the lives of those at RGS.
- Overall attainment and progress in the 6Rs is good.
- Students behave well.
- Relationships in the school are a strength – student to student, student to teacher, teacher to teacher and also leadership team with all.
- The FLA (Flexible Learning Area) is a significant strength. This is an excellent example of inclusion. Students are valued and supported. All students are welcome in the FLA and there is 'no stigma attached' to receiving support.
- E-points are positively viewed by students.
- Attendance is good – 96%.
- The school's learning resources are a significant strength. Good use is made of ICT as a tool to improve learning.
- The school's overall learning environment is a significant strength.
- The care, guidance and support provided by the school are significant strengths.
- Display around the school values learning and achievement.

Conclusion

The school knows itself well. It is a well-led school in which the staff are particularly caring and in which students are engaged in their learning. It is good overall and has a number of significant strengths. It is highly regarded by parents. It is in a good position to build on its strong position and to improve even further.

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