



21 November 2023

Dear Parent/Carer,

We recently asked parents to undertake an external stakeholder survey run by Kirkland Rowell. This same survey was run across staff and students and we have now had the final reports back and are beginning the process of addressing the points with a view to improving our campus even further. Your views are extremely valuable to us and we always spend time as a Senior Team analysing these surveys and then acting on the most pertinent points or where a significant concern has been raised by a representative proportion of parents/carers.

The reports supplied to school are extremely lengthy at over 60 pages long, so for this reason in the following pages I have extracted the most relevant sections for your information, from both the parent and combined report.

In summary, we have been really encouraged by what the surveys have shown and the strengths that have been highlighted. As always there are areas for us to improve and we will spend time considering how we might best tackle these areas in the coming term. The key issues that have been highlighted by parents are:

- Control of Bullying
- Healthy lifestyles - Diet
- Healthy lifestyles - Exercise
- University expectations - Given the outstanding feedback from P16, I'm inclined to believe this could be questions that lower year parents may have found hard to accurately respond to but will investigate further.

Given the control of bullying has been highlighted this year and not in previous years I have outlined below our approach to bullying and the wider consequences system at BGLC.

I hope you find the information attached of value and thank those parents/carers who contributed to this survey, your ongoing support is vital for our future success.

Yours sincerely

W Teece
Headteacher

Bullying

At BGLC we have a zero tolerance view towards bullying and firmly believe that all students have a right to come to school free from harm, abuse or prejudice and most importantly feel safe. Sadly we know that bullying does at times take place within schools and BGLC is no different. It would be fair to say the advent of social media and phones has added a layer of complexity to the issue that presents real challenges to schools.

When dealing with incidents of bullying we must be mindful to separate peer fallouts from bullying, which we define as "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online"

We have a very clear page of guidance to support parents and students around anti bullying that can be found here, which outlines our approach:

Anti Bullying

Students are always encouraged to speak to a member of staff and share their concerns and this is reinforced in assemblies and also contained within their planners:

STOP BULLYING *See it, say it, stop it!*

Bullying is: "repeated unkind behaviour by one person or a group"

What should **YOU** do?

- ✓ Report the issue to a trusted adult (teacher, tutor, support staff, parent)
- ✓ Use the online Google Form on the school website (student tab)
- ✓ Email pastoral team

Staff that can help you:		
Mrs Goddard	Anti Bullying Coordinator	E: rgoddard@brookvalegroby.com
Mrs Rumming	Head of Pastoral	E: trumming@brookvalegroby.com
Mrs Rumming	Head of Year 7	E: trumming@brookvalegroby.com
Mrs Driver	Head of Year 8	E: ldriver@brookvalegroby.com
Mrs Clarke	Head of Year 9	E: jclarke@brookvalegroby.com
Mrs Jordan	Head of Year 10	E: jjordan@brookvalegroby.com
Mrs Bee	Head of Year 11	E: dbee@brookvalegroby.com
Mrs Smith	P16 Support Officer	E: gsmith@brookvalegroby.com

What will **WE** do?

- ✓ Support the victim (not just on the day but in the following weeks)
- ✓ Investigate the issue (take statements, talk to witnesses)
- ✓ Sanction the perpetrators (Detentions, exclusions, report to the police)
- ✓ Work with the perpetrators to ensure this behaviour does not continue

You may not see the consequences of reporting it, but that does not mean it has not been dealt with.



Should students not wish to talk directly to a member of staff they can email the staff above or use our online reporting form that is located [here](#).

When bullying is identified students will be supported by our Pastoral Team and in particular Mrs Goddard. The team will always seek to ascertain the facts, the culprits and ensure appropriate sanctions are put in place alongside supporting the victim of bullying. Guidance will be given to all about what is acceptable behaviour and what is not and what to do should behaviours be repeated, such as:

- Log all incidents in planers - Time and date
- Screenshot any messages or images and do not reply
- Inform staff straight away - especially Mrs Goddard

Mrs Goddard provides ongoing support and checks in on students and their parents / carers to ensure issues have been resolved and where necessary provides additional support.

We have seen an increase in bullying online, via social media, and in particular phones and whatsapp groups. This can be very challenging for the school to control or stop, due to the ease of sharing via mechanisms like “air dropping”. This type of behaviour frequently takes place outside of school and issues are brought into the campus.

To combat this all students have received:

- Assemblies on digital safety,
- Assemblies for anti bullying week and being upstanders not bystanders
- In life skills lessons students are also taught about e safety and have worked towards and national accreditation scheme, alongside looking at issues like bullying.
- Our core values and motto are discussed frequently with students and the behaviours we do and don’t want are made very clear.
- The school is also working closely with the local Violence Reduction Network with a view to creating Mentors in Violence Prevention within the student body
- Some students have also undertaken training around Progressive Masculinity with a view to supporting younger year groups
- We have also recently launched BGLC Change Makers - A new approach to student leadership to support students across school with making our campus as good as it can be and increasing student voice

Whilst we always want to educate our young people about what is appropriate behaviour and why bullying is not acceptable we will also always issue a sanction when bullying is identified, as is true for any other form of abuse or physical violence. In line with DFE guidance and other schools nationally our response is graduated and allows for escalation, should there not be a change in behaviours or incidents are repeated. As you can imagine when dealing with individuals, different sanctions can have varying degrees of impact, so we will always use our knowledge of the student, their behaviour history when determining what sanction to apply. Our aim is to change the behaviour of the student, ensure our community is safe and protect education, so we will utilise all of the approaches below alongside involving external agencies:

- Contact home- Seeking parental support support
- Detentions - Break, lunchtime, after school
- Reports - Head of Year, SLT, Headteacher
- Internal isolation - varying degrees in length
- Suspension - varying degrees in length
- Placement in another school - Short term
- Managed Move - longer term placement in another school
- Alternative Provision - Short or long term with a view to improving behaviour

Alongside these consequences we also seek to support students and this can involve working closely with other agencies such as:

- LA Inclusion Team
- SEND
- CAMHS
- Educational Psychiatrist
- Early Help
- Social Care
- Police / Youth Justice

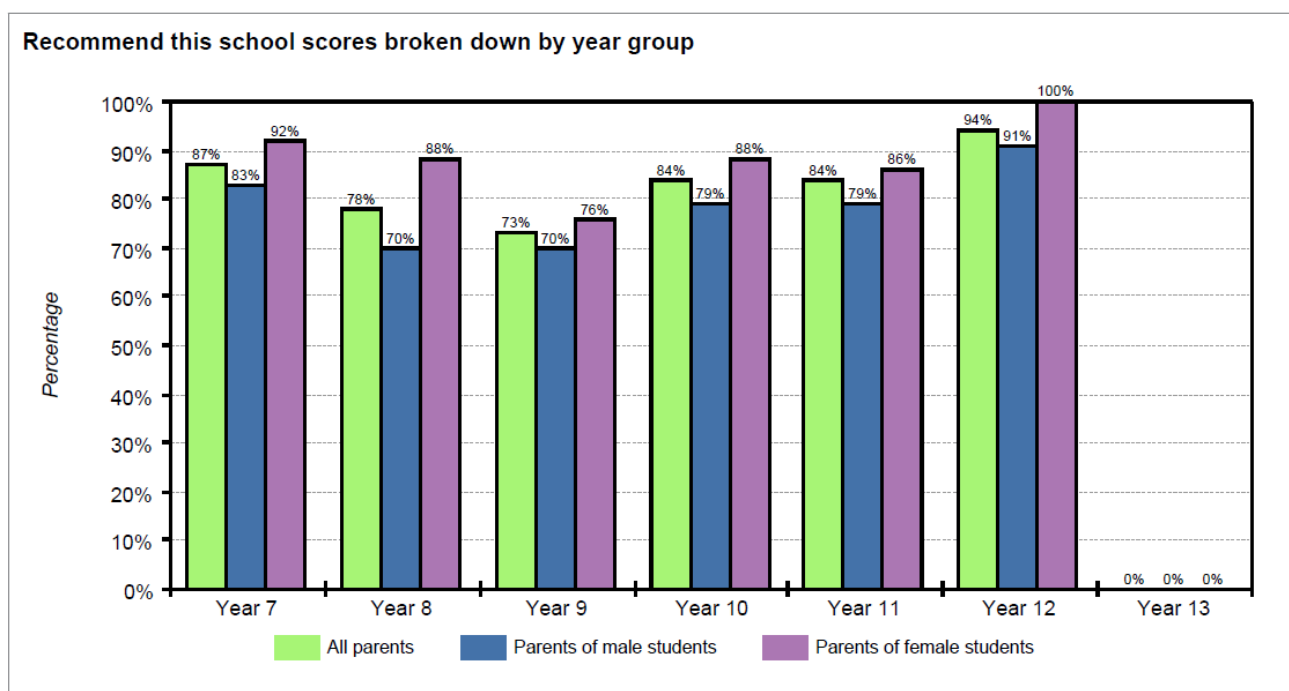
It is only when all of these approaches have been tried and failed that a Permanent Exclusion will be considered, except in the most extreme cases. Permanent Exclusion has become very rare in UK schools and the NA is extremely low, in fact Leicestershire has long had a policy of no permanent exclusions and made use of SEIPS to avoid them taking place.

I would like to assure all our parents that we work extremely hard to prevent bullying at BGLC and when it does take place, we do all we reasonably can to deal with it swiftly.

At times we feel that both parents and students perhaps understandably feel that perpetrators should be Permanently Excluded straight away but we have to follow the process and ensure our response is fair and proportionate. Ultimately we are dealing with children who only get one chance at education and at times make mistakes. The impact of a Permanent Exclusion on a students educational success and life chances is stark and therefore has to be the last resort and rightly so.

When we know of incidents of bullying there will always be a consequence, there will always be support and we will always do what we can to bring about a swift resolution using the graduated approach above.

Parent Survey 2023



Yellow = Outstanding, Green = Good, Black = Requires Improvement, Red = Attention advised

Non-academic criteria	This survey (%)	Previous survey (%)	% Change
School communication	74.4	75.0	-0.6
School security	72.3	73.3	-1.0
School facilities	71.7	74.5	-2.8
Careers advice	71.5	74.1	-2.5
Exam results	70.4	68.6	+1.8
Computer access	70.1	71.6	-1.5
Teaching quality	69.5	72.5	-3.0
Availability of resources	69.2	69.7	-0.5
Levels of homework	68.8	72.0	-3.2
Choice of subjects	68.3	68.9	-0.7
Developing moral values	68.0	70.0	-2.0
Social health education	67.3	73.2	-5.9
Truancy control	66.9	68.7	-1.8
Caring teachers	66.0	70.0	-4.0
School discipline	65.8	68.2	-2.4
Community spirit	65.4	67.0	-1.7
Developing potential	63.9	66.7	-2.8
Happiness of child	62.6	64.1	-1.4
Developing confidence	62.3	67.1	-4.8
Control of bullying	59.4	65.4	-6.0

Additional criteria	This survey (%)	Previous survey (%)	% Change
Celebrating and rewarding achievement	72.0	73.7	-1.7
Attitude of non-teaching/support staff	71.5	73.9	-2.4
Regular marking of work	71.2	70.6	+0.6
Promoting racial harmony	67.8	68.4	-0.7
Pupil targets	67.3	68.2	-0.9
Appropriate level of challenge in homework	67.2	67.1	+0.1
Pupils' attitudes to learning	67.0	66.4	+0.6
Pupil response to feedback	67.0	67.6	-0.6
Ensuring pupils do their best/make good progress	66.5	69.6	-3.1
Looking after pupils well	66.5	70.4	-3.9
Tailoring child's work to their needs and ability	66.4	71.1	-4.6
E-safety	65.3	68.4	-3.1
Information on different types of bullying	64.0	72.8	-8.8
Use of feedback on pupil's work	63.9	65.7	-1.8
Encouraging and listening to pupils' views	63.8	71.8	-8.0
Treating all pupils fairly/equally	62.4	70.4	-8.0
Teaching pupils with special needs	62.1	69.6	-7.5
Quality of feedback on pupil's work	61.8	63.6	-1.8

Relative parent priorities for improvement

Parent priorities are shown below compared to parent priorities in similar schools. The school's previous years figures are also provided for comparison.

Criteria	This survey (%)	Previous survey (%)	Similar schools (%)
Developing potential	16.1	14.2	11.5
Control of bullying	11.9	9.2	5.3
School discipline	10.5	7.0	7.0
Happiness of child	9.1	7.4	4.4
School communication	7.4	7.3	10.2
Developing confidence	7.3	9.4	6.1
Levels of homework	7.2	8.0	6.2
Teaching quality	5.6	7.0	12.3
Caring teachers	5.2	4.2	3.7
Careers advice	3.9	3.8	6.3
School facilities	3.5	3.6	7.8
Choice of subjects	3.4	3.3	4.2
Developing moral values	2.3	3.1	2.2
Truancy control	1.4	1.2	0.5
Exam results	1.2	1.6	2.8
Availability of resources	1.2	2.5	3.0
School security	0.8	1.5	1.8
Computer access	0.7	2.9	1.8
Community spirit	0.6	1.0	1.7
Social health education	0.6	1.9	1.0

Parent View summary

Below are the twelve "Parent View" questions. For each of the questions, we have given the weighted parental scores for any relevant criteria included on your questionnaire.

In terms of parental perceptions **Gold** represents outstanding, **green** is good, black requires improvement and **red** is inadequate.

	Score	Sample
1. My child is happy at this school		
Happiness of child	62.6%	253
2. My child feels safe at this school		
School security	72.3%	235
Control of bullying	59.4%	193
3. My child makes good progress at this school		
Ensuring pupils do their best/make good progress	66.5%	221
Developing potential	63.9%	225
4. My child is well looked after at this school		
School security	72.3%	235
Attitude of non-teaching/support staff	71.5%	160
Looking after pupils well	66.5%	223
Caring teachers	66.0%	234
5. My child is taught well at this school		
Exam results	70.4%	144
Teaching quality	69.5%	230
Ensuring pupils do their best/make good progress	66.5%	221
Tailoring child's work to their needs and ability	66.4%	200
Developing potential	63.9%	225
Teaching pupils with special needs	62.1%	67

	Score	Sample
6. My child receives appropriate homework for their age		
Respondents saying 'Right' for homework amount	Good	259
Levels of homework	68.8%	250
Tailoring child's work to their needs and ability	66.4%	200
7. This school ensures the pupils are well behaved		
School discipline	65.8%	244
8. This school deals effectively with bullying		
Control of bullying	59.4%	193
9. Quality of school management		
The school did not ask any questions relevant to this section		
10. This school responds well to any concern I raise		
Caring teachers	66.0%	234
11. I receive valuable information from the school about my child's progress		
Regular marking of work	71.2%	158
12. I would recommend this school to another parent		
Recommended	82.0%	256

The Quality of Education

Intent		
Celebrating and rewarding achievement	72.0%	Good
Choice of subjects	68.3%	Good
Pupil targets	67.3%	Good
Appropriate level of challenge in homework	67.2%	Good
Tailoring child's work to their needs and ability	66.4%	Good
Teaching pupils with special needs	62.1%	Requires improvement
Strengths		
<ul style="list-style-type: none"> Celebrating and rewarding achievement Choice of subjects 		
Weaknesses		
<ul style="list-style-type: none"> Teaching pupils with special needs Tailoring child's work to their needs and ability 		
Your average parental grade for this section = 2.2 = Good = Grade 2		

Implementation

Regular marking of work	71.2%	Good
Teaching quality	69.5%	Good
Appropriate level of challenge in homework	67.2%	Good
Pupil response to feedback	67.0%	Good
Ensuring pupils do their best/make good progress	66.5%	Good
Tailoring child's work to their needs and ability	66.4%	Good
Caring teachers	66.0%	Good
Developing potential	63.9%	Requires improvement
Use of feedback on pupil's work	63.9%	Requires improvement
Quality of feedback on pupil's work	61.8%	Requires improvement

Strengths

- Regular marking of work
- Teaching quality
- Appropriate level of challenge in homework

Weaknesses

- Quality of feedback on pupil's work
- Use of feedback on pupil's work
- Developing potential

Your average parental grade for this section = 2.3 = Good = **Grade 2 (-)**

Impact

Careers advice	71.5%	Good
Exam results	70.4%	Good
Computer access	70.1%	Good
Teaching quality	69.5%	Good
Choice of subjects	68.3%	Good
Pupil targets	67.3%	Good
Ensuring pupils do their best/make good progress	66.5%	Good
Teaching pupils with special needs	62.1%	Requires improvement
University Expectations	58.5%	Inadequate

Strengths

- Careers advice
- Exam results
- Computer access

Weaknesses

- University Expectations
- Teaching pupils with special needs
- Ensuring pupils do their best/make good progress

Your average parental grade for this section = 2.3 = Good = **Grade 2 (-)**

Effectiveness of the Sixth Form Provision: The Quality of Education

Regular marking of work	83.0%	Outstanding
Caring teachers	80.7%	Outstanding
Appropriate level of challenge in homework	79.5%	Outstanding
Celebrating and rewarding achievement	79.0%	Outstanding
Tailoring child's work to their needs and ability	78.5%	Outstanding
Teaching quality	77.2%	Outstanding
Careers advice	77.1%	Outstanding
Teaching pupils with special needs	77.0%	Outstanding
Ensuring pupils do their best/make good progress	76.5%	Outstanding
Developing potential	76.2%	Outstanding
Pupil response to feedback	75.1%	Outstanding
Exam results	74.8%	Good
Pupil targets	73.6%	Good
Use of feedback on pupil's work	73.0%	Good
Computer access	71.5%	Good
Choice of subjects	69.3%	Good
Quality of feedback on pupil's work	67.6%	Good
University Expectations	58.5%	Inadequate

Strengths

- Regular marking of work
- Caring teachers
- Appropriate level of challenge in homework

Weaknesses

- University Expectations
- Quality of feedback on pupil's work
- Choice of subjects

Your average parental grade for this section = 1.5 = Outstanding = **Grade 1 (-)**

Behaviour and Attitudes

Behaviour and Attitudes		
Pupils' attitudes to learning	67.0%	Good
Truancy control	66.9%	Good
School discipline	65.8%	Good
Community spirit	65.4%	Good
E-safety	65.3%	Good
Information on different types of bullying	64.0%	Requires improvement
Treating all pupils fairly/equally	62.4%	Requires improvement
Control of bullying	59.4%	Inadequate
Strengths		
<ul style="list-style-type: none"> Pupils' attitudes to learning Truancy control School discipline 		
Weaknesses		
<ul style="list-style-type: none"> Control of bullying Treating all pupils fairly/equally Information on different types of bullying 		
Your average parental grade for this section = 2.5 = Good = Grade 2 (-)		

Effectiveness of the Early Years Provision: Behaviour and Attitudes

Not applicable.

Effectiveness of the Sixth Form Provision: Behaviour and Attitudes

Community spirit	82.7%	Outstanding
Treating all pupils fairly/equally	79.6%	Outstanding
School discipline	79.5%	Outstanding
Pupils' attitudes to learning	77.2%	Outstanding
Truancy control	67.3%	Good
E-safety	65.0%	Requires improvement
Information on different types of bullying	64.8%	Requires improvement
Control of bullying	63.9%	Requires improvement
Strengths		
<ul style="list-style-type: none"> Community spirit Treating all pupils fairly/equally School discipline 		
Weaknesses		
<ul style="list-style-type: none"> Control of bullying Information on different types of bullying E-safety 		
Your average parental grade for this section = 1.9 = Good = Grade 2		

Personal Development

Personal Development		
Careers advice	71.5%	Good
Promoting racial harmony	67.8%	Good
Social health education	67.3%	Good
Community spirit	65.4%	Good
Treating all pupils fairly/equally	62.4%	Requires improvement
Healthy Lifestyle - Exercise	60.5%	Inadequate
Healthy Lifestyle - Diet	42.8%	Inadequate
Strengths		
<ul style="list-style-type: none"> Careers advice Promoting racial harmony 		
Weaknesses		
<ul style="list-style-type: none"> Healthy Lifestyle - Diet Healthy Lifestyle - Exercise 		
Your average parental grade for this section = 2.7 = Requires improvement = Grade 3 (+)		

SMSC		
Attitude of non-teaching/support staff	71.5%	Good
Developing moral values	68.0%	Good
Promoting racial harmony	67.8%	Good
Social health education	67.3%	Good
Looking after pupils well	66.5%	Good
Caring teachers	66.0%	Good
Community spirit	65.4%	Good
Information on different types of bullying	64.0%	Requires improvement
Strengths		
<ul style="list-style-type: none"> Attitude of non-teaching/support staff Developing moral values Promoting racial harmony 		
Weaknesses		
<ul style="list-style-type: none"> Information on different types of bullying Community spirit Caring teachers 		
Your average parental grade for this section = 2.1 = Good = Grade 2		

Effectiveness of the Sixth Form Provision: Personal Development

Community spirit	82.7%	Outstanding
Promoting racial harmony	81.9%	Outstanding
Social health education	81.6%	Outstanding
Caring teachers	80.7%	Outstanding
Developing moral values	80.6%	Outstanding
Treating all pupils fairly/equally	79.6%	Outstanding
Attitude of non-teaching/support staff	78.9%	Outstanding
Careers advice	77.1%	Outstanding
Looking after pupils well	74.4%	Good
Information on different types of bullying	64.8%	Requires improvement
Healthy Lifestyle - Exercise	60.5%	Inadequate
Healthy Lifestyle - Diet	42.8%	Inadequate

Strengths

- Community spirit
- Promoting racial harmony
- Social health education

Weaknesses

- Healthy Lifestyle - Diet
- Healthy Lifestyle - Exercise
- Information on different types of bullying

Your average parental grade for this section = 1.8 = Good = **Grade 2 (+)**

Leadership and Management

Leadership and Management

Exam results	70.4%	Good
Teaching quality	69.5%	Good
Pupils' attitudes to learning	67.0%	Good

Your average parental grade for this section = 2.0 = Good = **Grade 2**

Governance

Teaching quality	69.5%	Good
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Your average parental grade for this section = 2.0 = Good = **Grade 2**

Safeguarding

School security	72.3%	Good
Developing moral values	68.0%	Good
Promoting racial harmony	67.8%	Good
Social health education	67.3%	Good
Truancy control	66.9%	Good
Looking after pupils well	66.5%	Good
School discipline	65.8%	Good
Community spirit	65.4%	Good
E-safety	65.3%	Good
Information on different types of bullying	64.0%	Requires improvement
Treating all pupils fairly/equally	62.4%	Requires improvement
Control of bullying	59.4%	Inadequate

Strengths

- School security
- Developing moral values
- Promoting racial harmony

Weaknesses

- **Control of bullying**
- Treating all pupils fairly/equally
- Information on different types of bullying

Your average parental grade for this section = 2.3 = Good = **Grade 2 (-)**

Effectiveness of the Sixth Form Provision: Leadership and Management

Community spirit	82.7%	Outstanding
Promoting racial harmony	81.9%	Outstanding
Social health education	81.6%	Outstanding
Developing moral values	80.6%	Outstanding
Treating all pupils fairly/equally	79.6%	Outstanding
School discipline	79.5%	Outstanding
School security	77.6%	Outstanding
Pupils' attitudes to learning	77.2%	Outstanding
Teaching quality	77.2%	Outstanding
Exam results	74.8%	Good
Looking after pupils well	74.4%	Good
Truancy control	67.3%	Good
E-safety	65.0%	Requires improvement
Information on different types of bullying	64.8%	Requires improvement
Control of bullying	63.9%	Requires improvement

Strengths

- Community spirit
- Promoting racial harmony
- Social health education

Weaknesses

- Control of bullying
- Information on different types of bullying
- E-safety

Your average parental grade for this section = 1.6 = Good = **Grade 2 (+)**

Overall effectiveness

Summary

The Quality of Education	2.1	Good	Grade 2
Behaviour and Attitudes	2.2	Good	Grade 2
Personal Development	2.2	Good	Grade 2
Leadership and Management	2.0	Good	Grade 2

Summary grade – Overall effectiveness

Your average parental grade for "Overall effectiveness" = 2.1 = Good = **Grade 2**

Staff core areas

Strengths

Staff survey
Staff morale
Organisation of decision making
Appreciation of staff achievement/contribution
Organisation of timetable
Communication between SMT and staff

Weaknesses

Staff survey
Pupils' respect for staff/others
Arrangements for staff cover

Staff were not asked to comment on academic criteria, but on thirty core areas:

- Staff rated twenty eight as 'outstanding', two as 'good', zero as 'room for improvement' and zero as 'attention advised'.

Non-academic criteria

Strengths

Parent survey	Student survey	Staff survey
School communication	Social health education	School discipline
School security [2]	Computer access [2]	Levels of homework
School facilities	Developing moral values [2]	Computer access [2]
Careers advice	Truancy control	School security [2]
Exam results	Caring teachers	Developing moral values [2]

Weaknesses

Parent survey	Student survey	Staff survey
Control of bullying [2]	School facilities	Caring teachers
Developing confidence [2]	Community spirit [2]	Developing confidence [2]
Happiness of child [3]	Levels of homework	Careers advice
Developing potential	Happiness of child [3]	Happiness of child [3]
Community spirit [2]	Control of bullying [2]	Truancy control

Additional criteria

Strengths

Parent survey	Student survey	Staff survey
Celebrating and rewarding achievement	Encouraging and listening to pupils' views	Appropriate level of challenge in homework
Attitude of non-teaching/support staff [2]	Use of feedback on pupil's work	Pupil response to feedback
Regular marking of work	E-safety	Pupils' attitudes to learning [2]
Promoting racial harmony	Pupils' attitudes to learning [2]	Tailoring child's work to their needs and ability
Pupil targets [2]	Attitude of non-teaching/support staff [2]	Pupil targets [2]

Weaknesses

Parent survey	Student survey	Staff survey
Quality of feedback on pupil's work	Appropriate level of challenge in homework	
Teaching pupils with special needs * [2]	Promoting racial harmony	
Treating all pupils fairly/equally	Tailoring child's work to their needs and ability	Looking after pupils well [2]
Encouraging and listening to pupils' views	Looking after pupils well [2]	
Use of feedback on pupil's work	Teaching pupils with special needs [2]	

Self-evaluation summary

Area	Parent	Student	Staff
Overall effectiveness	Grade 2	Grade 2	Grade 1
The Quality of Education	Grade 2	Grade 2	Grade 1
Intent	Grade 2	Grade 2 (-)	Grade 1
Implementation	Grade 2 (-)	Grade 2 (-)	Grade 1
Impact	Grade 2	Grade 2	Grade 1
Effectiveness of the Early Years Provision: The Quality of Education	*	*	*
Effectiveness of the Sixth Form Provision: The Quality of Education	Grade 1 (-)	Grade 1 (-)	*
Behaviour and Attitudes	Grade 2	Grade 2	Grade 1
Behaviour and Attitudes	Grade 2 (-)	Grade 2 (-)	Grade 1
Effectiveness of the Early Years Provision: Behaviour and Attitudes	*	*	*
Effectiveness of the Sixth Form Provision: Behaviour and Attitudes	Grade 2 (+)	Grade 1 (-)	*
Personal Development	Grade 2	Grade 2 (-)	Grade 1 (-)
Personal Development	Grade 3 (+)	Grade 3 (+)	Grade 1 (-)
SMSC	Grade 2	Grade 2 (-)	Grade 1
Effectiveness of the Early Years: Personal Development	*	*	*
Effectiveness of the Sixth Form Provision: Personal Development	Grade 2 (+)	Grade 2 (+)	*
Leadership and Management	Grade 2	Grade 2 (-)	Grade 1
Leadership and Management	Grade 2	Grade 2 (-)	Grade 1
Governance	Grade 2	Grade 3	Grade 1
Safeguarding	Grade 2 (-)	Grade 2 (-)	Grade 1
Effectiveness of the Early Years Provision: Leadership and Management	*	*	*
Effectiveness of the Sixth Form Provision: Leadership and Management	Grade 2 (+)	Grade 2 (+)	*