

**Ilkley Grammar School
An Academy Trust**
Together we achieve our Personal Best



As an outstanding comprehensive academy, our vision is to provide an exceptional, inclusive learning experience at the heart of our community. Our aim is that students will achieve their academic Personal Best and will also be equipped with the confidence and skills to make a positive difference to their own lives and the lives of others. We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the outstanding quality of education we provide to our students.

Located in the beautiful Wharfe Valley, Ilkley Grammar School is a high achieving and high aspiring academy. Founded in 1607, we have a long and proud tradition of providing high quality education. With a school roll of over 1600 students (including over 350 at Post 16), we were the first in Bradford to convert to Academy status in July 2011.

Ilkley Grammar School serves its immediate catchment area of Ilkley, Addingham and Burley in Wharfedale. Within the three communities there are 6 main feeder primary schools and these, together with Ilkley Grammar School, form a partnership in which there is a considerable degree of cooperation and consultation. Our governing body is extremely supportive and the school is consistently, significantly over subscribed, with a £multi-million buildings expansion project due to commence next year to accommodate our growing roll.

Ilkley Grammar School achieves excellent examination results at both GCSE and A Level. Hard work is an expectation of all and we strive for continual improvements year on year by challenging and supporting our staff and students to excel. It is also important to us at Ilkley Grammar School that students enjoy their time here, and we have a caring school environment, as well as a diverse range of academic and enrichment opportunities available to all; many visits and residentials both in this country and abroad are offered.

We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically. We do our utmost to ensure our students are well prepared to achieve future success once they move on from school, with the vast majority of our students (85% in 2016) going on to university study after Sixth Form. This is epitomised by our 'Personal Best Time' programme, which is a dedicated timetabled slot designed to develop students' wider skills through a range of activities and charity fundraising.

Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where:

- there is a tangible culture of high expectations for both pupils and staff
- pupils demonstrate extremely positive attitudes to learning
- pupils' behaviour in and around the school is exemplary
- teachers' high expectations are at the heart of teaching in the school
- teaching is challenging, enjoyable and develops pupils' resilience
- leaders have successfully created a culture of high academic performance alongside developing well-rounded, thoughtful and caring young individuals
- pupils not only attain high standards at the end of key stage 4 but also make excellent progress from their starting points; students make outstanding progress from their starting points across a wide range of subjects at Post 16

At Ilkley Grammar School, partnerships matter and we value our work with an increasingly wide range of stakeholders. This includes the Red Kite Teaching School Alliance, where we work with several similar schools across the Leeds, Harrogate and the North Yorkshire region, for the training and development of teachers. We are also part of the Bradford Partnership, where we are committed to working with our fellow Bradford schools to support the delivery of the best outcomes for children, young people and our communities across the Bradford District. Links with the local community are also numerous and there is a very active Parent Teacher Association.



Ilkley Grammar School has high aspirations for every child and we endeavour to inspire ambition for all. We work hard to develop and innovate our learning and teaching experiences, for example through our 'iPads for learning' initiative, and put inspirational and inclusive learning at the heart of all we do. We continually advance our curriculum to be responsive to student need and skills for life and work in a global twenty first century, and invest in the professional development of our staff to keep ourselves at the cutting edge of educational development. In short, we want everyone at Ilkley Grammar School to be ambitious and to always aim high. However, whilst the highest standards of academic achievement are promoted, we do not forget that behind every result is an individual and we celebrate and value progress as much as attainment.

A2 results 2016:

We run a very academic Post 16 pathway offering A-levels in over 25 subjects and consistently achieve results well above national for both attainment and value added achievement. This year, has seen another set of excellent results with a pass rate of over 99%, 30% of all grades being awarded at A*/A, over 60% achieving A* - B grades and 85% at A* - C.

	2011	2012	2013	2014	2015 (nat)	2016 (nat)
A*		9.1	9.1	13.97	10.62 (8.2)	10.85 (8.1)
A* - A	27.8	29.7	32.2	41.5	39.5 (25.9)	31.45 (25.8)
A* - B	59.7	57.5	59.6	69.2	68.6 (52.8)	61.39 (52.9)
A* - C	80.6	80.8	85.7	86.6	88.9 (77.3)	85.25 (77.6)
Pass rate	99.6	98.8	99.4	99.6	99.2 (98.1)	99.35 (98.1)
Average point score per student	919.7	927.3	924.3	951.5	965.8	933.1
Average points per entry	219.9	221.0	223.8	228.8	231.1	224.7

Top performing subjects in terms of attainment were as follows:

Subject	Percentage of entries A*-A	No. of A*-A students/total
Further Maths	100%	6/6
EPQ	85.7%	12/14
Theatre Studies	60%	3/5
Physics	59.1%	13/22
Mathematics	50.9%	28/55
Art	50%	1/2
Media Studies	50%	1/2
Geography	41.7%	15/36
Chemistry	40.5%	15/37

There were many exceptional individual performances with 3 students achieving A*A*A*A*, 5 students achieving A*A*A*, 3 students achieving A*A*A and a further 8 students achieving A*AA or A*AAA. This has meant a record number of students moving on to Oxbridge this year to study courses including Chemical Engineering and English, with 80% of all students securing university places and other students moving on to a range of successful next steps including apprenticeships, further education, employment and gap years.

Taking into account students' starting points, our value added was also very strong with a wide range of subjects achieving above the national average, a number significantly so.

SUBJECT	ESTIMATED L3 VA	ALPS SCORE
Biology	+0.55 (SIG)	2
Geography	+0.48 (SIG)	2
Media Studies	+0.35	2
Maths	+0.34 (SIG)	3
Theatre Studies	+0.32	3
English Lang/Lit	+0.31	2
Business Studies	+0.30	3
Economics	+0.27	3
Physics	+0.27	3
Chemistry	+0.26	3
Further Maths	+0.25	2

AS Results 2016:

Despite dips in the A*-C and overall pass rate in 2016, our AS performance remains strong and our ALPS T score remains in the top 25% of providers:

	2012	2013	2014	2015	2016
% grade A	20.4	27.5	26.9	21.3	27.3
% grade A/B	43.2	50.4	51.0	47.1	50.1
% grade A - C	69.3	69.8	71.9	70.8	68.8
Pass Rate	96.0	93.0	93.7	93.8	92.0

Top performing subjects in terms of attainment were as follows:

Subject	Percentage of entries A	No. of A students/total
English Literature	82%	23/28
French	80%	4/5
Theatre Studies	80%	4/5
Science In Society	63%	10/16
Further Maths	57%	4/7
History	50%	17/34
Maths	39%	26/66
Biology	37%	25/67
Geography	36%	16/47
Philosophy and Ethics	35%	7/20

There were numerous examples of scholastic excellence including 3 students who achieved 6 x grade A, 7 students achieved 5 x A and 4 with AAAA.

Taking into account students' GCSE starting points, there were also some strong value added results across the curriculum including: English Literature; Theatre Studies; Geography and Science In Society.

GCSE results 2016:

Despite overall grades dropping at a national level, including top grades dropping for the fifth consecutive year, IGS further improved on last year's GCSE results and has continued to increase its positive gap with national results. 40% of all grades achieved at IGS were awarded A*-A (20% above national), with two thirds being awarded A*-B (24% above national) and 85% overall at A*-C (19% above national). In total, 15 subjects improved their A*-A performance this year, with 16

improving their overall A*-C, which will mean similar expected improvements in value added results, building on the improving trend of recent years.

Even when taking into account the above average attainment on entry to the school, progress outcomes are above nationally adjusted figures in a broad range of progress indicators. For example, the proportions making 4 levels of progress (4LOP) in English, Literature and maths from their different starting points are high compared to national figures: in English 47.2% of students made at least 4 LOP compared to a national figure adjusted to recognise higher starting points of IGS students of 34.3 % continuing an upward trend. This was even higher in Literature (taken by 96% of the cohort) with 65.9% of students making at least 4 LOP, 28% above the nationally adjusted figure; in maths, 57.1% achieved at least 4LOP, 18% above the nationally adjusted figure of 39%. The following table clearly shows that based on recent GCSE outcomes, KS2-4 progress measures are well above non-adjusted national figures and, moreover, are high compared to nationally adjusted figures, not only in the core, but also a range of academic and creative subjects.

Subject	% 4 LOP	NAT ADJ.	DIFF	Subject	% 4LOP	NAT ADJ.	DIFF	Subject	% 4LOP	NAT ADJ.	DIFF
Spanish	60.5	34.1	+26.4	H + S Care	100	41.8	+58.2	Drama	78.6	37.7	+40.9
Geography	61.8	37.8	+24.0	Music	100	43.3	+56.7	Food	59.1	34.1	+25.0
Biology	71.9	47.0	+24.9	PE	79.5	33.8	+45.7	Physics	67.9	47.7	+20.2
Core Sci	47.4	23.5	+23.9	Electronics	76.7	33.5	+43.2	Add Science	47.4	25.6	+21.8

The school is not complacent, however, and there is a strong commitment to drive further improvement and ensure the very best outcomes for all of our students.