

### Information about the College

- Sir Jonathan North Community College is a larger than average sized 11-16 comprehensive school with 1200 students on roll. It is one of only two girls' state schools in Leicester and Leicestershire. The College has been over-subscribed in recent years. Levels of deprivation among some neighbourhoods served by the College are extremely high and among the highest levels nationally with a deprivation indicator of 0.31 (NA 0.22). Eligibility for Free School Meals is 31.6% (NA 28.7%). The College also draws from neighbourhoods with relatively high levels of education and income.
- The Principal has been appointed to the role of National Leader of education (NLE) and the College designated a National Support School (NSS) in February 2016.
- The College is unique in the city and the county with these three specialisms: Visual Arts (2001) Science with Mathematics (2005) and Applied Learning (2007). Sir Jonathan North Community College achieved the Arts Mark Gold award for the fourth time in May 2010. Specialist status led to increased challenge and innovation within teaching and learning, enrichment opportunities and links with national and local initiatives (Arts Council, City Art Teachers' Forum, and Creative Partnerships). Our specialist status resulted in improved facilities, increased staffing in the specialist subjects, an increase in curriculum offer and resourcing. In addition, the College has the following accreditations: Investors in People (2013 – 10 Year Award) Inclusion Quality Mark (2012), Basic Skills Quality Mark (2013), National Healthy Schools Status (2012), Anti Bullying Community Award (2012) and the England Basketball (three star) Award (2004). The College was designated as an Inclusion Quality Mark Flagship School (2013), a Centre of Excellence for Young Enterprise (2013) and became a Fair trade Foundation School in 2016.
- We benefit from a very diverse student intake in relation to academic ability, social status and cultural heritage. 32.7% (NA 70.4%) of our students are white and 67.0% (NA 26.9%) are of other ethnic origins with the majority being Asian Indian students. For 37.7% (NA 15.1%) of our students English is not their first language and over 30 different languages are spoken by our students. The proportion of students with special educational needs support is 13.5% (NA 12.4%) and with a SEN statement or EHC plan is 0.4% (NA 1.8%).
- We draw our intake from over 40 different primary schools and some students arrive with no existing friends or students from the same school. Our overall stability figure is 88.4% (NA 91.9%) and there are currently 8 CLA on roll. 3 students are currently educated off site full-time and 1 student part-time at the following providers: Trans4m and Saffron Resource Centre; 6 students attend The Hospital School.
- Attainment on entry is broadly average with a KS2 average fine point score of 28.8 compared to 28.9 nationally. There is a trend of improvement at KS4 and statutory targets have been met or exceeded with 5A\*-C EM rising from 45% in 2007 to 63% (NA 56%) in 2015.

Evidence: RAISE

#### Staff Profile

**Number of Teachers:** 78 (73.33 FTE)

**Number of Teaching Assistants:** 16 (9.11 FTE)

**Number of Support Staff:** 78 (45.70 FTE)

<b>Date of last Section 5 Ofsted Inspection</b>	17-18 October 2013	
<b>Outcomes of last inspection</b>	Overall Effectiveness	1
	Achievement of students	1
	Quality of Teaching	1
	Behaviour and safety of students	1
	Leadership and Management	1
<b>Key Points</b>	<p><b>Overall Effectiveness is judged as outstanding</b></p> <p>The College has been rigorous in its drive to raise standards within a context of high quality care, guidance and support. The rich curriculum, relevant to student needs, highly effective teaching and learning and the excellent opportunities for promote students' SMSC development and physical well-being ensures that students at Sir Jonathan North make excellent progress and are well equipped for the next stage of their education, training and employment.</p>	

	<p><b>Outcomes for Students is judged as at least good</b></p> <p>There is a trend of improvement in attainment as 5+ A*-C E/M increased by 14% in 2015 to be significantly above the national median. The value added measures reflect this trend with increases in the best 8 for all students, disadvantaged students and SEN students. The percentage of students making expected or more than expected progress in English increased for all starting points. In mathematics, the percentage of students making expected or more than expected increased in all but one group.</p> <p><b>2015</b>      5A* - C EM 63%      5 A* - C 67%</p> <p><b>The Quality of Teaching, Learning and Development is judged as outstanding</b></p> <p>A varied curriculum and excellent enrichment programme enables the College to meet learners’ needs and interests. Students continue to have a positive attitude towards their learning and are keen to do well.</p> <p>The quality of teaching is outstanding. This judgement is confirmed by our wide evidence based on the quality of teaching, including an increasing proportion of lessons assessed to be good or better (93% of lessons observed in 2014-15 were graded as good or better). This is also supported by the parent questionnaire (June 2015) where 99% of parents felt that their daughter was taught well at the College and by Ofsted (October 2015) ‘almost all of the teaching judged was good or outstanding’.</p> <p><b>Personal Development, Behaviour and Welfare is judged as outstanding</b></p> <p>Parents, staff and students are very positive about behaviour and safety at the College and this was endorsed by Ofsted. ‘The behaviour of students and their attitudes to learning are exemplary’. (October 2013).</p> <p>97% of parents agree their daughter feels safe at the College  94% of parents agree the College makes sure its students are well behaved  93% of parents agree the College deals with any cases of bullying effectively.  (Parent Questionnaire June 2015)</p> <p>An average of 84% of students feel safe when they are in College, are happy to come to school and say behaviour is good in lessons.  (Student Questionnaire June 2013)</p> <p>This was also endorsed by student feedback in termly interviews with the Principal (2015).</p> <p>The continued focus on improving the quality of teaching, curriculum and leadership means that the number of incidents of behaviour which impact negatively on learning are low. This is because of our focus on improving the quality of teaching, curriculum and care, guidance and support. Exclusion figures (RAISE) are all below the national average.</p> <p><b>Effectiveness of Leadership and Management is judged as outstanding</b></p> <p>Leaders and managers at all levels set clear direction leading to high quality of care and educational outcomes. Governors provide excellent support and challenge. Self evaluation continues to be a strength of the College. 99% of parents agree that the College is well led and managed (Parent Questionnaire June 2015). Ofsted (October 2013) commented ‘There is a relentless pursuit of excellence by the headteacher, senior leaders and governors.’</p>
<p><b>Improvement Priorities</b></p>	<p>Our College Priorities are:</p> <ol style="list-style-type: none"> <li>1. To maximise student progress.</li> <li>2. To maintain consistent high quality Teaching and Learning.</li> <li>3. To maintain high quality Care, Guidance and Support.</li> <li>4. To promote high quality teaching and distributive leadership through College appraisal and Continuing Professional Development provision for all staff.</li> <li>5. To investigate and make the most of opportunities and resources to achieve ‘best value’ and ensure the best outcomes for students including managing financial resources.</li> <li>6. To continue to develop enrichment (including arts initiatives) and partnerships which have a positive impact on teaching and learning, student progress, personal development and well-being across the College.</li> </ol>