



# Sir Jonathan North Community College

Inspection report

Unique Reference Number 120279  
 LEA City of Leicester

Inspection number 280784  
 Inspection dates 28 – 29 September 2005  
 Reporting inspector Mr C Chauhan HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of School	Comprehensive	School address	Knighton Lane East
School category	Community		Leicester
Age range of pupils	11 - 16		LE2 6FU
Gender of pupils	Girls	Telephone number	0116 270 8116
Number on roll	1226	Fax number	0116 244 8141
Appropriate authority	The governing body	Chair of governors	Mr A Greenwood
Date of previous inspection	6 – 10 December 1999	Principal	Mrs J Collins

Age group	Published	Reference no.
11 – 16	October 2005	280784

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## Introduction

The inspection was carried out by four of Her Majesty's Inspectors and an additional inspector.

## Description of the school

Sir Jonathan North Community College is a specialist college in visual art, a status it gained in 2001. The college has been oversubscribed for many years and is bigger than the average secondary school. Slightly more than half the students are White British and just under one third are of South Asian origin. Some of the other students are of African or Caribbean or Chinese origin. Some students come from areas with high levels of economic and social deprivation. The proportion eligible for free school meals, about one in five, is slightly higher than the national average. It has a broadly average number of students identified with learning difficulties and/or disabilities. Twenty-two students have statements of special educational needs. The college experiences a relatively high level of student mobility. In the last academic year, 52 students joined in the middle of the year and 40 left.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the college

Sir Jonathan North Community College offers a good quality of education, with some outstanding features. Students enter at age 11 with standards that are generally below national averages. They make very good progress by age 14 and good progress from ages 14 to 16. Their achievements in national tests and public examinations are good. The care, support and guidance offered to them are outstanding. The college is led extremely well by a dedicated and hard working principal who provides very good leadership and direction. She and the extended leadership team work effectively and they have an acute understanding of the college's strengths and weaknesses. Longer-term planning is thorough and relevant priorities have been identified.

The college's self-evaluation is accurate. However, inspectors believe that some outstanding features are not sufficiently highlighted. Staff morale is high. Middle managers are made accountable for their areas of work and they are working hard to make provision even better, for example, in improving absence rates and reducing exclusions. There is further to go on both these issues but some significant improvements have been made to attendance. Teaching and learning are mostly good, with some practice that is outstanding. However, the best practice is not yet consistent enough across the college and some lessons are not finely tuned enough for students of different abilities. In addition, assessment and marking could be improved so that students always understand how to make better progress. Students enjoy their learning and an overwhelming majority of parents are supportive of the college. The curriculum is broad and it is being developed appropriately for older students, with more vocational provision. The college provides good value for money and it has a good capacity to improve further. Improvement since the last inspection has been good.

**Grade: 2**

### What the college should do to improve further

- further improve the quality of teaching and learning
- ensure that marking and assessment procedures are rigorous and consistent across subjects
- continue to improve students' attendance and to reduce exclusions.

## Achievement and standards

The students' overall achievement is good. They come to college at age 11 with standards that are below average. However, they make very good progress and by age 14 their results in the national tests are above average. Examination results for students at age 16 have improved steadily in recent years because of the good progress they make from age 14. The most recent GCSE results in 2005 were broadly in line with those seen nationally in 2004 and they were above the targets set by the college. This cohort's achievements in 2005 were good because they made good progress in both key stages. Although there have been increases in results for students of all abilities, the most notable aspect of recent improvements has been in the proportion of students who achieved at least one or at least five GCSE A\*-G grades. Students with learning difficulties and disabilities make good progress.

The college makes effective use of examination data to identify particular successes and any weaknesses. This analysis is used well to evaluate performance and to plan further improvement. In addition, there are good procedures for tracking the students' progress. Assessment information is used well to identify and support individual students and to target particular groups, including the gifted and talented, vulnerable students and those with learning difficulties and disabilities. This support is highly effective. The students are aware of their current and expected levels of attainment and are encouraged to take responsibility for their own improvement.

### Grade: 2

## Personal development and well-being

The personal development and well-being of students are good. Students enjoy their education a great deal. Their attitudes and behaviour in class are very good and they speak warmly about the college, their teachers and their lessons. The very few examples of poor behaviour are acted upon quickly and the college is currently seeking to develop better alternatives to excluding students. Inspectors observed some very good behaviour in lessons but the overall rates of exclusion are unduly high. The college provides a strong moral framework and students develop good spiritual, social and cultural awareness. They feel secure and know where to seek help if they have any problems. They are aware of the college's strong policy on bullying and provide very good support to each other in anti-bullying activities. There is a culture of praise and the celebration of achievement which encourages and supports students to develop confidence in their abilities and talents. Students respond well to the many opportunities to actively participate and contribute in lessons. They work well, both independently and in teams. Support for the most vulnerable students is a particular strength of the college.

Attendance in lessons observed was good. However, the overall attendance rate last year was slightly below the national average and the college is continuing to take rigorous action to rectify this. Students are prepared well to participate in their communities through an effective and active School Council.

They feel that their views are listened to and acted upon. They have good opportunities to participate in work-related learning from Year 10. Students receive comprehensive careers guidance and are well informed about choices of courses and career paths. There is excellent provision for students to adopt and develop healthier lifestyles.

**Grade: 2**

## **Quality of provision**

### **Teaching and learning**

Teaching and learning are good overall, with some lessons that are outstanding. Teachers work hard and care for the students. They have good knowledge of their subjects and are enthusiastic about teaching. In lessons, there is a positive climate for learning and teachers have realistically high expectations of the students. Teachers use a common format for lesson planning and effectively share learning objectives with students. Relationships are very good and the rapid pace of questioning in some lessons ensures that the students' understanding is rapidly developed or consolidated. Students enjoy their learning, maintain their concentration on the activities set and work well in groups and in pairs. They readily participate in class discussions. In the better practice, teachers manage the time efficiently and vary activities when appropriate. A very good range of resources and methods is used to ensure that all the students are involved in their learning. Appropriate homework is regularly set. When target setting is used well, students are appropriately challenged and make rapid progress. Effective support ensures that students with additional learning needs meet their targets. However, assessment procedures and marking are inconsistently used, with the result that progress for all is not always enhanced. The activities set in a few lessons did not consistently meet the needs of all abilities.

**Grade: 2**

### **Curriculum and other activities**

The specialist provision in visual art is a clear strength of the college. It raises the profile of the college locally and nationally, and enriches the experience of the students by giving them a wide range of curriculum and additional opportunities.

The college has addressed the specific issues raised in the last inspection. Provision for information and communication technology (ICT) meets statutory requirements. Suitable steps have been taken to extend the curriculum for 14-16-year olds so that students are offered a range of pathways to meet their varied learning needs.

A variety of applied, vocational and work-related options is available, leading to a broad range of accreditation. The college is sensibly looking at enhancing this provision, including the development of collaborative links with local schools and other colleges. A number of Year 10 students in 2005 were able to take their GCSE art examination one year early and have now started the Advanced Supplementary course in Year 11. There is an impressive range of extra-curricular opportunities that include a variety of academic, sporting and creative activities. The high levels of participation reflect the quality of this additional provision and the fact that so many students enjoy the activities offered.

Curriculum provision for citizenship and personal, social and health education is very good. This includes a well structured programme of enterprise and careers education that prepares students for employment or the next stage of their education. The students are given ample opportunities to develop their involvement in the wider community, particularly through fundraising for charities.

**Grade: 2**

### **Care, guidance and support**

The quality of care, guidance and support provided by the college is outstanding. All the requirements for child protection are firmly in place and staff are fully aware of their roles and responsibilities. The management of a very wide range of support services available to the students is clear and coherent. The college aims to ensure that every student can identify at least one adult in whom she can confide. The procedures for identifying students who may be at risk are highly effective. The college has made extensive and successful use of learning mentors who have successfully supported vulnerable and underachieving students. Possible barriers to achievement and well-being are thoroughly analysed and have resulted in innovative projects to support vulnerable groups of young people. The impact of support is rigorously examined in order to plan and to refine future actions.

**Grade: 1**

## Leadership and management

The college's self-evaluation is generally accurate about its strengths and weaknesses. Its formulation involved a wide range of staff and it judges leadership and management to be good. Inspectors agree with this but also believe that there are pockets of excellence. The principal has led the college extremely well through her clear and shared vision on how to improve provision and to raise standards. She has ensured that appropriately high expectations have been set for all. Central to this unstinting vision for improvement has been the creation of a robust structure for management and systems which focus on continuous improvement. The senior leaders check on the work of middle managers thoroughly, and the latter are rightly held responsible for the performance for their areas. A thorough cycle of lesson observations ensures that strengths and weaknesses in the teaching and learning are accurately identified. The extended senior team work well and drive forward developments effectively.

Staff value the leadership they are given and feel part of the process of continuous improvement. Their morale is high and many give of their time freely for extra-curricular activities. There is a drive and a hunger on their part for the students to succeed. This drive has seen a steady improvement in the college's performance in the recent past. Senior leaders and middle managers have ensured that the college has continued to improve. Although there are pockets, for example, in mathematics, where results have not been as good as expected, standards are beginning to improve. The principal and other senior staff work closely with the governing body. The chair of governors has been involved with the college over many years and has worked hard on its behalf. The governors have a clear understanding of the college's strengths and weaknesses and hold it to account. The college provides good value for money and it has a good capacity to secure further improvements.

**Grade: 2**

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	College Overall
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>2</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>1</b>
The quality and standards in the Foundation Stage	<b>NA</b>
The effectiveness of the school's self-evaluation	<b>2</b>
The capacity to make any necessary improvements	<b>Yes</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
The <i>standards</i> <sup>1</sup> reached by learners	<b>2</b>
How well learners make <i>progress</i> , taking account of any significant variations between groups of learners	<b>2</b>
How well learners with learning difficulties and disabilities make progress	<b>2</b>

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>
The extent of learners' spiritual, moral, social and cultural development	<b>2</b>
The behaviour of learners	<b>2</b>
The attendance of learners	<b>3</b>
How well learners enjoy their education	<b>1</b>
The extent to which learners adopt safe practices	<b>2</b>
The extent to which learners adopt healthy lifestyles	<b>1</b>
The extent to which learners make a positive contribution to the community	<b>2</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>2</b>

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>2</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>2</b>
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

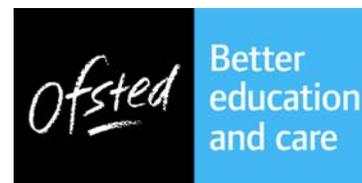
## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>2</b>
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>1</b>
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>1</b>
How effectively and efficiently resources are deployed to achieve value for money	<b>2</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>2</b>
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily.	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise.	<b>Yes</b>
Learners are discouraged from smoking and substance abuse.	<b>Yes</b>
Learners are educated about sexual health.	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe.</b>	
Procedures for safeguarding learners meet current government requirements.	<b>Yes</b>
Risk assessment procedures and related staff training are in place.	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism.	<b>Yes</b>
Learners are taught about key risks and how to deal with them.	<b>Yes</b>
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships.	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them.	<b>Yes</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills.	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams.	<b>Yes</b>
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	<b>Yes</b>
Education for all learners aged 14–19 provides an understanding of employment and the economy.	<b>Yes</b>

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Sir Jonathan North Community College  
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30 September 2005

Dear Students

Thank you very much for the friendly way in which you welcomed us when we visited on 28 and 29 September 2005 to inspect your college. This letter is to tell you about our findings. We think that the College offers you a good quality of education, with aspects that are outstanding.

**What we think are the strengths of your college:**

- your results in the national tests at age 14 are above average and your results in public examinations at age 16 are good
- you enjoy your learning and you behave very well in lessons
- the care, support and guidance offered to you by the college are outstanding
- the college is led extremely well by your principal, Mrs Collins; she is helped a lot in this by other senior staff; all the teachers are trying hard to make the college an even better place for you to come to and learn
- the teaching you get is mostly good, with some outstanding practice; your teachers care for you and they work hard; you respond enthusiastically in your lessons and you make good progress
- your parents are very supportive of what the college does for you
- the college provides you with an impressive range of extra-curricular activities; a lot of you participate in these and value them.

**What we have asked your college to do now:**

- to continue to improve the teaching and learning, much of which is already good
- for all teachers to make sure that their marking and other assessment methods help you to make even better progress
- for a very small number of you to improve your attendance and behaviour.

I wish you well for the future and hope you are successful in whatever you want to do.

Yours sincerely

**Mr C Chauhan**  
Her Majesty's Inspector