



Inclusion Quality Mark (UK) Ltd

24th May 2014

Mrs Alison Merrills
Sir Jonathan North Community College
Knighton Lane East
Leicester
Leicestershire
LE2 6FU

Dear Mrs Merrills

Flagship Review Date: 22nd May 2014

Further to your recent Flagship review I can confirm your school's on-going IQM Flagship status. Please find below your report for your information. Your school will be reviewed again in 12 months' time.

We are very keen to share good practice with other schools and would ask that if you have any resources/videos/photographs/case studies etc. showing inclusion in practice in your school please forward these to us for use on our website.

If you have any questions at all, or if we can be of any help, please do not hesitate to contact us.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd

College: Sir Jonathan North Community College, Leicester

Principal: Mrs Alison Merrills

**IQM contacts: Mrs J. Mason, Student Support Manager
Mrs S. Jones, Assistant Principal**

Flagship Review: 22nd May 2014

Assessor: Selina Westwood

College context:

Sir Jonathan North Community College (SJNCC) is a larger than average sized 11-16 comprehensive school with around 1200 girls on roll. The College remains oversubscribed and is working with 46 feeder primary schools. Levels of deprivation among some of the widespread community areas served by the College are extremely high. The College also draws from areas with relatively high levels of education and income. Free school meals, at 34%, remains above comparative national levels.

The College attaches value to the diverse student intake in relation to academic ability, social status and cultural heritage. Around 34% of the students are white and 65% from other ethnicities, with the majority being Asian Indian. Over 30 languages are spoken and for around 39% English is not their first language. “We are a true inner city school and reflect Leicester’s changing population of the City.” Proportions of students supported at school action, school action plus or with a statement are all below current national figures. Attainment on entry is above average with KS2 APS of 29.2 compared to 28.4 nationally. There is a trend of improvement at KS4 with 5A*-C EM rising from 45% in 2007 to 68% in 2013.

The College promotes and celebrates its three specialisms: Visual Arts, Science with Mathematics and Applied Learning. Learning, enrichment, facilities and staffing have all been enhanced. In addition, the College holds a wide array of national and local accreditations and awards. These include IIP (10 year award from 2013), National Healthy School status (2012), Anti Bullying Community award (2012), Centre of Excellence for Young Enterprise (2013) and IQM Flagship School (2013).

At its most recent Ofsted inspection, October 2013, overall effectiveness was judged as outstanding. The achievement of students, quality of teaching, behaviour and the safety of students, leadership and management were all rated as outstanding. The College records it has been “rigorous in its drive to raise standards within a context of high quality care, guidance and support.”

Progress with 2013-2014 Flagship research:

Ahead of the review visit the College provided a helpful report summarizing the impact of its internal research. SJNCC, through an ongoing approach to evaluating its inclusive practice, selected to focus on “narrowing the gap” for Pupil Premium students. Targeted additional

support was aimed at improving levels of attainment and rates of progress, access to the curriculum and to extra-curricular provision.

Using 2011-2013 GCSE results for %'s of 5A*-C EM, Maths A*-C and English A*-C the degree of the gaps for Pupil Premium/Non Pupil Premium are shown. Figures and graphs provide within-school trends. Indicative results for 2014 show considerable closures of the gaps on the previous three years. It was not possible to disaggregate the impact of any one strand of the intervention support. The holistic approach, employing “bespoke” strategy packages, was viewed as essential to maximizing individuals’ achievement. This fully reflects the school’s approach to inclusive practice. One positive example of improvement is the significant drop from -50% (2012) to -13% (2013) in the gap for the Asian Indian students with Pupil Premium.

Analysis of the enrichment and extra-curricular uptake is encouraging: in 2013 48% of Pupil Premium students attended a trip and 42% attended a club in comparison with the school-wide 52% for both offers. Ongoing review of such data takes place, including for other groups such as SEN and G+T, with the intention of further closure to gaps.

Current evidence related to the eight IQM elements:-

Since the March 2013 IQM Flagship assessment and the October 2013 Ofsted inspection, detailed Action Plans have been devised and implemented.

Element	Evidence from the one day visit, May 2014
1. The Inclusion values and Practice of the school	<ul style="list-style-type: none"> • SJNCC has a focus on “educating the whole child”: attainment is important but so too is the personal development of each student. • This ethos underpins the College’s focus on personalized intervention study support being coupled with an extensive array of extra-curricular opportunity. • This “real community” welcomes the return of past students whether to facilitate mentoring, inspire and raise aspiration or to become members of staff. There is a pride in remaining a contributor to SJNCC. • Parents and the community are encouraged to join in with the life of the school. There is wide celebration and enjoyment of the cultural diversity.
2. Learning Environment, Resources and ICT	<ul style="list-style-type: none"> • 98% of parents agree their daughter feels safe at the College. • Display is a star feature around the College. Multi media art, textiles, ceramics, photography and other approaches are delightful and represent the creativity across abilities and ages Y7-Y11. Students take responsibility for adding to this celebration of their work and provide displays for news, trips, clubs and competitions. • The recent opening of a new building with superb fitments and furniture has improved further the high quality of the learning and resources available throughout the school. Students were actively involved in its design and recently

	<p>reported on the BSF journey to the governing body and other visitors.</p> <ul style="list-style-type: none"> • The fresh, bright atrium in the Latimer building will be used for teaching exhibitions and events. It is fitted with AV equipment for large scale projections and to show off the visual arts. It is already encouraging break out learning groups and whole cohort revision sessions. Inspirational quotes, selected by the students, will be added to feature high achieving, female Scientists and Mathematicians. • Students and staff agree that the resources for learning and teaching are excellent, kept up to date and encourage the use of new technologies and texts. Access is provided throughout the day and at holiday breaks.
<p>3. Learner attitudes, Values and Personal Development</p>	<ul style="list-style-type: none"> • Students are said to display a positive attitude towards their learning; they are keen to do well. This was directly observed in lessons with calm, considerate and purposeful learning in evidence. • Parents overwhelmingly agree that the students are well behaved and that bullying is dealt with effectively. • Relationships between the students and with their staff demonstrated reciprocal tolerance and respect. There were many small instances of supportive care being shown, of humour being used appropriately and a mature understanding of trust when more sensitive comments were made. • The governor commented positively on the preventative work that goes on with early identification of risk of exclusion and a “no threat” approach to keeping every girl included. “We value you, let’s set some goals and targets so you are successful here”. • Students were understandably proud of their support for others in raising considerable sums of money for charities such as Children in Need, Age UK and Target Ovarian Cancer. • Students widely appreciated the range of trips, visits and visitors that enliven the curriculum offer. Mentioned were trips to Paris, The Globe and skiing as well as dance, drama and theatre group visitors, DofE, chess, sign language, craft and clubs to combat bullying and homophobia. • There was clear evidence students, across the year groups, understood that their voice is heard and that feedback is provided. The School Council is an important and respected body with its Student Council Executive providing mature views on what works well and what would be even better. For example they would like the College to offer smaller class sizes to aid interaction with staff and, put simply, to “grow the school so more can enjoy it too”.
<p>4. Learner Progress and the</p>	<ul style="list-style-type: none"> • There is an upward trend of improvement with achievement judged as being at least good. (SEF 2014)

Impact on Learning	<ul style="list-style-type: none"> • The overall VA score for the best eight subjects including EM was 1000.9, placing the College above the national average. The majority of attainment measures are SIG+. (RAISE 2013) • Whilst the English progress figures are higher than Maths, there is a rising trend for all students, and for those supported by the Pupil Premium, for making expected progress and exceeding expected progress. • The progress of students is tracked, across all years and all subjects, on an individual basis. For example senior staff and learning mentors meet their Y11s every 5-6 weeks to assertively review behaviour, attendance and academic records and to agree next steps. • Students were aware of their current and target levels/grades. Staff are aware of which “gaps” require closure. Actions to address these are put in place with careful monitoring/graphing demonstrating progress both internally and against national figures. All staff have welcomed the ICT systems purchased to aid such ongoing tracking. • The College swiftly puts in place bespoke intervention and support to address any identified risk of underachievement. PASS surveys and provision mapping are used constructively. • The range of the intervention support available is impressive. Staff are able to call on 1-1 nearby college Coaches and the skills of Academic and Learning Mentors, for example. A range of clubs throughout the day offer additional support. The College works proactively with a range of agencies including Connexions, the police and CAMHS.
5. Learning and Teaching	<ul style="list-style-type: none"> • A varied curriculum and excellent array of enrichment activities help to meet learners’ needs and interests. • Ofsted, October 2013, said “almost all of the teaching judged was good or outstanding”. The school currently evaluates the quality of teaching as outstanding with 99% of lessons graded at good or better, up from the 89% in 2012-13. T+L standards are quality assured using external consultants, the SIP and through internal co-observation approaches. • Students themselves are being supported to deliver cross-cohort learning. For example, Y9s will be leading whole lesson literacy learning for Y7 classes. SJNCC students provide training for primary pupils on how to run an effective School Council. • The College has a well developed Y6/7 transition programme (starting with tasters in Y4/5) to aid the continuity of learning not least for the more vulnerable, those with SEN/other identified needs and for those coming as a sole entrant. Students’ surveys confirm the high degree of value attached to the range of activities provided. • There is significant investment in the post-16 transfer too. Work experience, IAG and personalized staff/ mentor support

	<p>for the more vulnerable ensures students are well prepared for this move.</p> <ul style="list-style-type: none"> • One particularly excellent feature is the introduction of innovation grants. All staff can apply to lead on an aspect they consider would improve T+L practice e.g. the use of ipads, “Girls can Smile” positive behavior project, misuse of apostrophes and strategies to promote independent learning. • Staff are encouraged by the Principal to receive visitors and visit others to aid their professional development. There is high investment in staff CPD and learning from each other.
6. Parents, Carers and Guardians	<ul style="list-style-type: none"> • A personal perspective offered confirmed the College places a high emphasis on caring for individuals. “My two daughters are quite different and they have each received good support appropriate to their potential and need”. • The website provides updated information and this is added to through the “This Week” publication. Recent editions feature news from the Student Council Executive, Safer Internet Day, revision/study support timetables, reward lunch with the Principal for named students in Y7-Y11, competition results, trip news, Adult Learning courses and G+T opportunities. • The Parent Forum is welcomed: “Our objective is to work in partnership with you”. This opportunity facilitates an open discussion for a range of issues such as disabled access, cultural inclusion and how EAL students are catered for. Interpreters are present. • Parents meetings are used to capture views: For example, the 2014 meetings for Y9/Y10 parents were highly positive with 92% approval for the information, support and guidance to help their daughters in making decisions about options. 93% felt the College had helped their daughter to cope well with the demands of GCSEs in Y10. • 100% of Y7 parents agreed the college had supported their children in the move from Y6 to Y7: “Brilliant”, “Great transition”, “Nervous to start with; soon made to feel welcome”. • The College works closely with parents of students on PSPs. Family members recognize the high quality of the support provided and that this makes a difference to home life too.
7. Governing Body and Management	<ul style="list-style-type: none"> • Leaders and managers, from both the support and teaching staff, set clear direction. Their work is characterized by an inbuilt attention to personalized care and support for each student. They want everyone to achieve academically and be successful as a whole person. • Self evaluation, data collection and interrogation, report analyses to identify best practice/VfM are expected and of high quality. For example, the Student Support Manager compiles an impressive annual report evaluating the impact of Learning Mentor intervention: “The majority of supported students have achieved or surpassed their FFT target grades”.

	<p>“Students who engage with additional opportunities have achieved more significantly than their peers who did not fully engage”. (2012-13)</p> <ul style="list-style-type: none"> • Governors provide strategic challenge and support. They are adept at asking the key questions such as to find out more about the best, internal practice (e.g. from English) for marking and feedback. Much of their detailed work occurs at the committee level. They visit where possible and welcome opportunities to hear from students and staff first hand. • It was stated that the governing body was “passionate about SJNCC; understood the students were flourishing and that the College was viewed as an asset by the community”. They are fully informed about the IQM, contributing to the delivery and ongoing review of the full inclusion agenda through committee work and hearing regularly from the named SEN/Inclusion governor. • It is clear that student, staff, parent/carer “voices” are regularly surveyed and inform the governance, leadership and management decision-making of the College. For example, students have been involved in the BSF build, planning of the multi-faith prayer room, reporting to governors as literacy leaders and are a part of staff interviews. Regular full staff, HSE stress surveys demonstrate a commitment to maintaining a balance to home-school life.
8. The School in the Community	<ul style="list-style-type: none"> • The above elements provide a broad array of evidence to support the College’s effective work with its communities. It continues to invest in a range of supportive partnerships spanning parents, past students, schools, FE, HE and other educational providers, agencies and cultural and faith groups.

Sources of data and information:

Discussion with the Principal and her senior team, as well as other key staff. The opportunity to join in with the College’s breakfast club, conducted learning walks and observing part lessons was provided. The review of learner progress added to the pre-visit information supplied and other materials available on the website. I am grateful to the link governor, who is also a parent of a student at the school. Particularly welcome were the meetings with students.

Recommendation:

Sir Jonathan North Community College radiates a high commitment and reflective capacity to continue to develop its inclusive practice. The impact of the strong leadership demonstrated by the Principal, her senior team and the governors results in school-wide actions to provide a socially cohesive learning environment for all associated with the College. The underpinning ethos and centrality of inclusion for driving the success of every individual student extends to its supportive work with primary and post-16 partners. Parents welcome the approach. Governors are fully supportive.

The broad group of staff responsible for driving the inclusion agenda are effective, self-critical and open to new approaches. Together they provide a sustainable base for research and development. They welcome opportunities to disseminate and share in others' good practice. There is a quiet passion to keep on improving by involving and taking others on the journey and valuing everyone's contribution.

The College invests in getting to know and understand each girl and their family well. The style of care to support each student to make progress, both academically and personally, is solution focused and geared to raising standards. "We work hard here to keep every girl with us and successful". "We make it work, whatever it takes". Individual student comments and gestures sum up their praise: A bunch of flowers given to a member of staff on the day of the visit from "a wriggler student" and "Thank you for never giving up on me and getting me through to the end of Y11" encapsulate the personalized investments made.

Throughout the visit it was clear there was a widespread pride in being a part of SJNCC. Students valued the role they played in the growth and development of excellence. Diversity and difference are genuinely valued and celebrated. "We are a real community; the way we work and talk together across the year groups... we value that". "You learn so much here from the cultural side of life". "Our school provides so many different opportunities such as our current Young Enterprise success and the chance to be the next "Mr Men series" by designing and selling our "I Wish" book to inspire children's career aspirations". "There is so much support here; staff give up their time and it's a welcoming support whether you are in Y7 and settling in or trying to get the best grades possible in Y10/11".

Staff felt valued and appreciated the investment in their own development. Annually the Principal meets with all the staff individually to listen to their views and ideas. She also makes time to meet with all of Y11, in small groups, for a similar purpose. Such commitment is illustrative of a warm and listening environment where every child and every adult counts.

Sir Jonathan North Community College works supportively with a range of other educational partners and to share its best practice. It remains open to reviewing its own inclusive practice and makes changes to benefit the school and its community.

I am of the opinion that the College should continue to hold its IQM Flagship School status.

Targets agreed for 2014-2015:

Working with IQM, refine your understanding of Flagship School status to support local, regional and national networking. Your excitement about the potential of sharing best practice and involvement with collaborative research initiatives for inclusion purposes deserves SMART planning. There was widespread evidence to support your dedication to continuing to improve and share your inclusive practice. "We are inspired by our IQM Flagship status."

- Retain the focus on key groups of students to further narrow gaps. This includes your excellent current work for Pupil Premium students, Asian Indian and certain SEN groups. You intend to use the extended SIMS facility to provide data and reports highlighting the "most effective" intervention strategies. It is understood that this will not be at the expense of your firm commitment to tracking the progress of every girl and intervening

where it is appropriate to do so. This is made explicit in your displayed statement “We strive for the best possible outcome for all our students.”

- Build on your approach to knowing each child and their family well and from the earliest stages of their attachment to SJNCC. Actions to review your KS2-KS3 induction process and the impact of the summer school offer, as well as access using revised community bus plans, are appropriate. Exploration of channels to actively listen to and involve even more families remains high profile. Continue to keep under review the range of opportunities for students of all ages and abilities to act as Ambassadors for their school.

The College has submitted a review of targets for 2013-14 to IQM and the agreed targets for 2014-15 will be incorporated into the Strategic Plan.

Assessor: Selina Westwood

Date: 24th May 2014