

Sir Jonathan North Community College

Knighton Lane East, Leicester, LE2 6FU

Inspection dates 17–18 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The quality of teaching is outstanding across all subjects; staff have exceptionally high expectations and aspirations for what students can achieve.
- This outstanding school enables almost all of its students to make rapid progress in their learning.
- Since the last inspection, the proportion of students achieving five good GCSE passes including English and mathematics has risen strongly.
- Teachers provide activities that challenge students, including disabled students and those who have special educational needs, to learn extremely well in lessons and make rapid progress.
- The school's areas of specialism, including visual arts, science and mathematics and applied learning, promote particularly high attainment in the visual arts.
- Students' spiritual, moral, social and cultural development is outstanding.
- There is a relentless pursuit of excellence by the headteacher, senior leaders and governors. Outstanding leadership at all levels has established a climate where staff readily share expertise and monitor the impact of their work.
- The behaviour of students and their attitudes to learning are exemplary. Students are exceptionally polite and courteous, and feel safe in school.
- Attendance is above the national average.
- The governors work extremely well with the headteacher in planning for the school's development. This has allowed the school to move rapidly in all respects.
- Teachers' marking does not always give students enough detailed information about how to improve their work.

Information about this inspection

- Inspectors observed 53 lessons, of which five were joint observations with members of the senior leadership team. In addition, they made a number of shorter visits to assemblies and tutorial sessions.
- Discussions were held with the headteacher, senior and subject leaders, the Chair of the Governing Body, staff, and a representative from the local authority.
- Inspectors spoke to students in lessons, at break and lunchtimes. They also spoke to three groups of students representing all year groups in the college.
- Inspectors heard a group of Year 7 and 8 students read and listened to students reading in lessons.
- The inspection team looked at a range of documentation, including the school’s evaluation of how well it is doing, the school improvement plan and statistical information about students’ achievement, attendance, behaviour and exclusions. They also looked at a sample of students’ work.
- The 62 responses to the online questionnaire Parent View and 18 responses to the staff questionnaires were taken into account.
- A very small number of students attend alternative courses off site with Trans4m, FE College links, Future Pathways and the local authority Secondary Behaviour Support Service.
- The school runs a breakfast club.

Inspection team

Christine Young, Lead inspector	Additional Inspector
Pamela Hemphill	Additional Inspector
Susan Thomas	Additional Inspector
Richard Masterton	Additional Inspector
Douglas Folan	Additional Inspector

Full report

Information about this school

- Sir Jonathan North Community College is larger than the average-sized secondary school. It is one of two girls' state schools in Leicester.
- Around a third of the students are White British. Around two thirds are of other ethnic origins, the largest group being Asian Indian students. Two-fifths of the students speak English as an additional language, and there are over 30 languages spoken at the school.
- The proportion of students known to be eligible for the pupil premium funding is above average. This is additional money allocated by the government for students looked after by the local authority, those known to be eligible for free school meals and others.
- The proportion of students supported by school action is below average, as is the proportion supported by school action plus or with a statement of special educational needs.
- The college has three specialisms: visual arts, science and mathematics, and applied learning.
- The college meets the government's current floor standards for secondary schools, which set out the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Further improve students' standards of work and progress by:
 - refining the marking policy and ensuring its consistent use across all subjects and year groups so that students are always clear what they have done well and what they need to do to improve the quality of their work
 - checking that students act on the feedback given by teachers to demonstrate that they have understood the advice given and have made the improvements needed.

Inspection judgements

The achievement of pupils

is outstanding

- GCSE results have risen at a faster rate than the national average. Students achieve outstandingly well. They typically start with attainment close to the national average and by the end of Key Stage 4, the proportion of students achieving five or more GCSE A* to C grades including English and mathematics is well above average. The GCSE results are high compared to national averages. This is a direct result of consistently high-quality teaching, which generates students' interest and motivation to learn, and a desire to achieve to the best of their ability.
- Since 2012, there has been a rapid improvement in the rate of progress made by students in English and mathematics. In 2013, more than 60% exceeded expected progress in English and 40% exceeded expected progress in mathematics.
- The attainment of students who are known to be eligible for the pupil premium is similar to that of other students. In both English and mathematics, the proportion of students who make expected progress and the proportion of students who make more than expected progress is high. They make outstanding progress because the school has used the extra money to provide them with high-quality additional teaching and support. Disabled pupils and those who have special educational needs also learn very quickly and make excellent progress.
- The rigorous collection, analysis and use of student performance data enable teachers to focus their planning on individual students' needs; this is key to the excellent teaching seen throughout the school, because work is very carefully tailored so that all students are helped to learn to the best of their abilities. Teachers ensure that the rate of progress for all students is being maintained at a high level.
- The students are given opportunities to develop and apply a wide range of literacy and numeracy skills in their learning, and as a result they are very well prepared for the next stage of their education, employment or training.
- Students who are eligible for the Year 7 'catch-up' funding because they are behind when they start in Year 7 receive additional support to develop their literacy and numeracy skills. As a result, they make similar progress to that made by other students. The school's successful approach to developing literacy skills has resulted in improvements to students' reading, writing and communication skills so they become confident about their work and make progress to the best of their ability.
- The very few students who follow courses away from the school site receive good support and also achieve very well, gaining valuable experiences and qualifications relevant to work. These prepare them well for the next steps in life, and help them to continue their education or secure work after leaving school.
- Students read and write with confidence; they are very articulate and express themselves clearly and confidently in discussions and oral work.

The quality of teaching

is outstanding

- Almost all of the teaching observed was good or outstanding and this has led to a fast rate of progress being made by most students.

- Teachers have outstanding subject knowledge and use this to skilfully plan lessons that are exciting and stimulating, and that challenge students in their learning.
- Teachers match lesson tasks extremely well to students' needs and interests. There are examples of inspirational teaching in a number of subjects. Many teachers succeed in sharing their passion for their subject with students and generate a real sense of excitement in their lessons. In a Year 10 English lesson, for example, students explored poetic devices through the teacher's inspirational questioning. Their responses resulted in deep analysis of the structures and imagery used by the poet.
- The exceptional quality and range of visual artwork in corridors and public spaces across the school, combined with well-presented displays in all classrooms, provides students with an exciting and stimulating environment in which to learn.
- Because lessons are engaging and relationships are excellent, behaviour is excellent, which means that teachers often teach imaginatively using a wide variety of activities. In a Year 9 science lesson on the digestive system, for example, the students' practical exploration provided them with a fun and memorable experience of the key concepts. Teachers' use of target language in both French and Spanish lessons is highly effective in encouraging students to speak and think in the language. This builds students' self-confidence and results in excellent progress being made.
- A common strength in teaching is the way lessons ensure that all students are supported to extend their learning. Teachers provide extension activities for students which challenge them to deepen their understanding. In a Year 8 English lesson, students were challenged to analyse text in order to understand how the author constructed his writing for a specific literary purpose. Teaching assistants are used in lessons to support, guide and enable all students to achieve their potential.
- Teachers' questioning skills are well developed. Where teaching is at its very best, teachers constantly challenge students by probing for deeper responses, further strengthening students' already secure understanding of the subject.
- The excellent working relationships in lessons create the foundation of a very positive work ethic upon which the students are developing a personal confidence to work individually or independently, or with others, to complete their work. The pace of learning is excellent.
- The quality of marking is inconsistent. Whilst some marking is excellent in some subjects, marking does not always give students a clear enough explanation of how well they are doing or explain what they have to do to improve their work. Teachers do not always check to see if students have acted on the advice given.

The behaviour and safety of pupils are outstanding

- Students' behaviour is exemplary and this leads to a positive climate for learning. They are respectful and courteous to each other and to adults.
- In lessons, students often take a productive lead in their learning, especially when they are working in groups or in pairs. Their attitudes to learning are exemplary; they are attentive, self-disciplined and sustain high levels of concentration.
- Parents and carers believe that their children are both happy and safe at school. Students feel happy and feel safe. They say that there are relatively few incidences of bullying, but when they do occur, they are dealt with quickly and effectively. Students have a thorough understanding of

different types of bullying, including those based on prejudice. They say their school is a harmonious place to be.

- Students' enjoyment of school makes a significant contribution to the excellent quality of behaviour shown. It also makes a positive contribution to their moral and social development through developing their self-awareness and self-esteem in participating in the wide range of activities provided, both in day-to-day lessons and in the vast range of additional activities that are very well attended by students.
- Attendance is above the national average and students arrive at school and to lessons on time. This is because students enjoy their learning and greatly value what the school offers them.
- Students are proactive in raising funds for organisations such as Breast Cancer Research, the Leicester and Rutland Organisation for the Relief of Suffering, Children in Need, Age UK, the Royal Society for the Prevention of Cruelty to Animals, LEPRO and The Laura Cane Trust. This enables students to develop as responsible individuals and make a significant contribution to the wider community.
- This inclusive school has established effective partnerships with external agencies to support students whose circumstances make them vulnerable. Arrangements to support students who sometimes require help with managing their behaviour are highly effective.

The leadership and management are outstanding

- The headteacher is relentless in her drive for high standards and provides strong leadership. She has high expectations and is exacting and uncompromising in her pursuit to build on the school's success and raise attainment still further across the school. She has developed a highly effective senior leadership and staff team who share her ambition for the students' achievement and personal development and her commitment to promoting equality of opportunity.
- Students are set very challenging targets and their progress towards them is carefully tracked. This enables any potential underachievement to be picked up quickly, and a wide range of help and guidance to be provided to support progress. This includes support funded by the pupil premium for eligible students and the Year 7 'catch-up' funding.
- The monitoring of teaching by senior staff is rigorous, providing an accurate basis for training and performance management. As a result, teachers are continually working to improve the quality of their teaching, which accounts for why so much is of a high quality.
- Staff development arrangements for teachers, including training events and opportunities to share examples of outstanding practice, are of a high order and lead to high-quality performance in the classroom. Performance management is rigorous and only those teachers that meet or exceed their targets gain salary increases.
- The curriculum is very well suited to the needs and aspirations of the students, who also benefit from a rich programme of very well attended out-of-school activities, including sports, arts, cultural and subject-related clubs, visits and special events. The visual arts specialism provides opportunities for students to engage in a range of experiences including fine art, digital art, photography and animation. Students produce work that is of an exceptional standard. The applied learning specialism enables students to follow work-related courses achieving Level 1 and Level 2 qualifications. Master classes, visiting speakers and summer schools provide specialist teaching in science and mathematics. These experiences motivate and inspire students in their academic

studies.

- The school's promotion of students' spiritual, moral, social and cultural development is outstanding. This, together with the wide range of activities which involve taking on responsibility within the community, results in students having a clear understanding of their role as citizens. Students told inspectors that all members of the school community get on very well with each other and show respect for each other's beliefs. Students support one another, work extremely well together and are rightly very proud of their school.
- The local authority has full confidence in leaders and governors and has adopted a light-touch approach to its engagement with the school because of its strong performance. It responds effectively to additional requests for support and there is good evidence of the impact of this.
- Arrangements for safeguarding, including training for staff and governors, are thorough and meet national requirements.
- **The governance of the school:**
 - Governors meet their responsibilities and provide well-informed challenge to school leaders as they strive to secure further improvements. They take an active and very successful role in the life of the school. They believe the school is very successful, but subscribe to the shared goal of always striving to do better. Governors are fully aware of areas where teaching is strongest and know where further development is possible. They are rigorous in holding the headteacher to account for the way in which performance management and pay increases are used to reward teachers by closely linking pay to students' progress and achievement. Governors undertake regular training, including on understanding assessment information. This information enables them to judge accurately the school's performance in comparison to that of other schools, and promptly identify key areas for improvement. Governors are fully aware of decisions about how the Year 7 'catch-up' and pupil premium funding are spent and their impact on the progress of eligible pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120279
Local authority	Leicester
Inspection number	425095

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Girls
Number of pupils on the school roll	1186
Appropriate authority	The governing body
Chair	Anthony Greenwood
Headteacher	Alison Merrills
Date of previous school inspection	13 November 2008
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