



Assessor's Evaluation for the IQM Flagship Project



School	Sir Jonathan North Girls' College Knighton Lane East Leicester Leicestershire LE2 6FU
Head/Principal	Ms Rose Angus
IQM Lead	Ms Nicola Coton
Date of Review	11 th April 2024
Assessor	Ms Hilary Thompson

IQM Cluster Programme

Cluster Group	Inclusion Fusion
Ambassador	Ms Alison Merrills
Next Meeting	26 th June 2024
Meeting Focus	TBC

Cluster Attendance

Term	Date	Attendance
Summer 2023	21st June 2023	Yes
Autumn 2024	14th November 2023	Yes
Spring 2024	7th February 2024	Yes
Summer Term	26th June 2024	

The Impact of the Cluster Group

Sir Jonathan North Girls' College is an active participant in the Midlands Inclusion Network attending the meetings and visiting other schools within the cluster. It has been represented at every Cluster meeting since its last review. The Summer meeting was attended by the Teaching and Learning Lead, who will be leading training at Sir Jonathan North on Metacognition in the near future.

The member of staff attending the Spring Term meeting delivered a presentation to the group on the work the school has been doing around attendance.

The College also presented a workshop on Student Leadership at the 2023 Inclusion Quality Mark Conference in Birmingham and this has led to it supporting a school within its cluster in developing student leadership.



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Evidence

- IQM Flagship Paperwork
- Website
- School Prospectus

Meetings with:

- Years 7, 8, 9 and 11 Students
- Parents
- Inclusion Lead
- Attendance Team
- Librarian
- Principal
- Vice Principal

Additional Activity:

- Tour of the School



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Evaluation of Annual Progress towards the Flagship Project

The College's evaluation of progress from the previous year was based on the project "To promote holistic development across the school so that barriers are removed and all students are able to fulfil their academic potential". This is linked to the Lionheart Trust Foundation goals which are built on a balance of Academic Excellence and Holistic Development.

The project is closely linked to the School Improvement Plan (SIP), aiming to promote holistic development across the school. The project in 2021/22 focused on a small proportion of students, supporting them to succeed through support with Social, Emotional and Mental Health Needs (SEMH) needs following Covid, before moving to extend this across the whole school through the 2022/23 project.

in 2023/24 the project aimed to:

- Develop and implement a Literacy/Reading Strategy
- Review and develop the Special Educational Needs and Disabilities (SEND) curriculum
- Improve attendance, engaging all students in having a goal to attend school every day
- Positive rewards focussed behaviour
- Increasing parental involvement

Literacy/Reading Strategy

Reading is an important feature of the college curriculum and all tutor groups participate in shared reading twice per week, reading carefully selected texts that reflect the diversity of the college community. All students across the year group read the same book with every student having access to a copy of the text. Staff have created PowerPoints highlighting keywords, use of images and links to short videos to pre-tutor and ensure good comprehension. These are introduced to the tutor group prior to starting each new chapter before the teacher reads the book aloud with students following the text. Most books now have a full set of PowerPoints to support understanding and the development of broader vocabulary. Leaders are now considering uploading the PowerPoints to the student folder to enable students to continue to access the materials during the term.

All staff have received training in Reciprocal Reading, supporting understanding of texts through scaffolded talk around 4 areas: predicting, clarifying, questioning and summarising. All subjects across the college now use this strategy when introducing any challenging texts within the curriculum. This approach has supported all students to decode and understand more challenging, academic texts. The consistency of approach to reading has supported all students to become confident and capable readers. All topics across the curriculum are now introduced using a written article related to the topic, which is introduced using the Reciprocal Reading methodology.

The Literacy Lead has worked closely with the Librarian to introduce a new system for students to have access to the library using library passes. Students from Year 8



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onwards have a library lesson every term where they are encouraged to borrow books and read for pleasure, and students can access the library at key times during the day to exchange books outside of lesson times with their pass. A major focus this year has been on encouraging Year 7 students to become avid readers, reading a variety of genres for pleasure. To achieve this, all Year 7 students now have a Library lesson each week.

The library sessions follow a set programme, using videos to recommend books before students change their books. Books chosen by students are recorded by the librarian to track students' reading and a discussion between the tutor or librarian and each student takes place following completion of the book to ensure reading comprehension. Year 7 students take part in the 'Wider Reading Scheme' where students are rewarded by how many different genres they can read during the course of the year. Once a student has read at least one book from all of the 18 genres covered within the library they receive a Platinum Certificate and a free book. Further, books have been added to the library this year, with a focus on diversity, in order that every student can engage with a book where they can see characters like themselves. The College also takes part in Book Buzz in Years 7 and 8 through the reading agency with all students being able to choose a free book. Students are also encouraged to take part in the Summer Holiday Reading Challenge run by the local Library and students receive a reward from the college librarian if they share their certificate form achieved through participation in the programme.

Students across the college are encouraged to complete book reviews and illustrations, with students having the option to take part in the Carnegie Awards. This involves students choosing to read books that have been shortlisted for the award and then producing illustrations and book reviews that can be published on the Carnegie/Kate Greenaway website. Other reading challenges are also provided across the year including the Lionheart Literary Canon where each year group is provided with a list of recommended books, chosen carefully to engage young readers and broaden their horizons.

New developments during 2023/24 have included the introduction of departmental libraries. Teachers in each subject area have chosen books that students can borrow that have been chosen to develop the students' understanding of the subject. A book borrowing provision has also been set up, located in the foyer with students being able to freely select books following a 'take a book, leave a book' system.

Students are tested on entry to Year 7 and reading ages are included on everyone's class seating plan so all staff know which students may struggle with decoding and or comprehension. Additional reading support for students is tailored to reading ages with all students scoring a below 95% standardised score receiving reading interventions. Students achieving a standardised score of 85% or below in Years 7 and 8 are supported through 'Direct Instruction' (phonics and comprehension). Ongoing assessment is highlighting some very good progress for students following Direct Instruction. For students in Years 7 and 8 achieving a standardised score between 85% and 95% support is provided using Study Buddies. Study Buddies are students from Years 9 and 10 who, following training, act as a 'buddy' for one student listening to them read twice a week during tutor time for 20 minutes.



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Literacy Gold Intervention is also used with some identified students who display dyslexic traits. This is an online programme which aims to develop reading skills for students who have had phonics intervention with little success.

Other reading activities include a 'Drop everything and Read' 50-minute session every term, where all students and staff, at an allocated time stop other learning and read for the whole session. The weekly student bulletin is used to promote one book each week, the termly newsletter has a reading/book recommendation section and students can create book trailers that can be uploaded onto YouTube. The example of the book trailer created by a college student, shared during my visit was exceptional.

The students who showed me around the college spoke very positively about the reading experiences available to them and were keen to show me the library. Leaders have successfully ensured that reading is encouraged and visible across all departments.

SEND Curriculum

SEND Leaders have ensured they have constructed a curriculum which is ambitious and designed to give all students, particularly disadvantaged students and students with SEND, the knowledge and cultural capital to enable them to succeed well beyond the college. To support this all teachers are expected to have class seating plans with identified strategies to address the SEND need for every teaching set they teach. All SEND students across the college have a student passport which is reviewed termly involving the student and their parent/carer. The information on the passport is stored centrally and accessible through the classroom seating plans for all staff.

Teachers have been trained in the 5-A-Day SEND strategies recommended by the Education Endowment Foundation (EEF), which are a regular feature of lessons at the college. The 5-A-Day process outlines expectations for teaching including: clear explanations and modelling; opportunities for all students to plan, monitor and evaluate their learning; the provision of supportive tools and resources; access to temporary groupings for additional instruction as required and access to technology to support learning.

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A small number of students are supported through an adapted curriculum, with these students being withdrawn from Modern Foreign Languages (MFL) and/or humanities. This is designed to ensure these students have every chance of achieving a number of GCSE outcomes. An adapted curriculum will only be provided for students still working well within the primary curriculum or for students with significant SEMH needs. Similar provision may also be provided for English as an Additional Language (EAL) students with restricted acquisition of English, where additional focus on learning English will enable access to the rest of their curriculum learning.



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Leaders and staff within the inclusion team track and analyse data regularly and any lack of progress is picked up and addressed quickly and efficiently. Any staff member concerned with a student's progress can raise this with the Special Educational Needs Co-ordinator (SENCo) and a programme of appropriate support will be initiated. The College uses a graduated approach of Assess, Plan, Do and Review, to ensure all pupils with Special Educational Needs (SEN) are supported effectively.

Parents of students with SEND are particularly well supported by the college. Reviews are held termly involving the student and their parent/carer. Parents and carers of students with SEND are invited to a termly coffee morning, attended by the SENCo and her team, giving parents the opportunity to discuss any needs or concerns informally, whilst also having access to a network of support with other parents. Parents I met during my visit were very positive about the coffee mornings. Emails are sent termly to all SEND and Pupil Premium (PP) parents inviting them to the session. The parents told me they find the opportunity to meet parents and other staff in an informal setting is really appreciated. They particularly welcome chatting with other parents, who are often facing similar challenges and realising that they are alone with the struggles and issues they are coping with.

One of the parents shared how she had been contacted directly by one of her child's subject teachers who had observed a drop in focus, being quick to identify the cause. Another parent spoke about the speed in which concerns had been picked up when a new teacher within the school was not following the information on her child's passport leading to a sudden increase in detentions.

All the parents I met with confirmed that within the college all students are treated as individuals and that all staff are very well informed about their child's particular needs.

Leaders are now planning to focus on ensuring that all SEND strategies are being used effectively and consistently with maximum impact. This will include the provision of teacher refresher training during INSET days. The use of SEND 5-A-Day will also be included in all staff Performance Appraisal targets.

Attendance

The College culture supports attendance, with staff present at all entry points to school at the start welcoming students in a positive manner and attendance is seen as everyone's business. Leaders and staff at Sir Jonathan North Girls' College focus their work on attendance on working to develop students' understanding of the negative impact absence has on their learning and future chances and the students I spoke with clearly recognised the importance of building lifelong habits of punctuality and attendance. Staff achieve this through having an attendance focus in every assembly, considering lost learning as a result of absence, discussing how grades are impacted and through a focus on how students can support their peers to attend. One student I spoke with, who had been Persistently Absent said that this was the key support she needed to improve her attendance, along with the quick recognition and rewards as her weekly attendance began to increase.



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Clear procedures are in place to support attendance. First-day-of-absence texts are sent by the office by 10:00 am daily if no reason for absence has been shared from the parent/carer. If the college does not receive a response to the text, the Assistant Pastoral Leads will make phone calls on day two of absence and home visits are made by the pastoral team in pairs after 5 'N' codes on the register. A daily attendance report, including comments, is shared with the Assistant Pastoral Leads and these may be followed up by end-of-day phone calls home. The information shared with Assistant Pastoral Leads ensures that reasons for absence are known, enabling pastoral support for students returning following a bereavement or key medical or family issue.

Pastoral Leads and the Attendance Lead meet fortnightly to discuss Persistent Absence and Severe Absence, identifying trends and ensuring letters are sent out and meetings are arranged in line with the Attendance Policy. The phone calls and informal meetings are used to identify the key issues impacting upon attendance and the individual support each student would benefit from.

Additional support is provided for SEN and disadvantaged students through the college's PP mentor who will involve a range of agencies to support parents get their children to school. This can include the provision of uniform vouchers and referral to a range of charitable organisations. Students and families may also be referred to 'Relate' counselling, Thinking for Future, REACH for students at risk of exclusion and the School Nurse service.

Attendance Support Plans are written for SEMH students with school anxiety with mentoring support, daily meet and greet and morning check-ins. The College works closely with a local Youth Group who will visit students in their own home and even support anxious students in exams. The Magpie Hospital School will be accessed for any student with severe medical or high anxiety needs and these students will be reintegrated into Sir Jonathan North or moved to the Hospital School. Staff maintain daily contact with any student being educated off-site and ensure all students educated off-site are visited in their setting every two weeks by a college mentor.

Five students this year who were coded 'Severe Absent' have now improved their attendance and are now continuing to receive support as Persistent Absentees. The Attendance Lead meets with the Education Welfare Officer (EWO) weekly, although the college has struggled to access an EWO this year due to staffing difficulties in the team. The attendance team knows the students and families well and through the provision of support has developed good relationships with most families.

Good and improved student attendance is celebrated and rewarded. The tutor group in each year group with the best weekly attendance receives a prize in assembly. Certificates are provided for students with 100% attendance over a 2 week period (Two-week Streak Letter) and 100% attendance reward badges and certificates are awarded at the end of each term, with adjustments being made to support students with known medical issues.

I met with a panel of students during my visit who had been struggling with their attendance during the previous 12 months. All of them felt incredibly well supported by the team at Sir Jonathan North. All of the students had been able to greatly improve



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their attendance through the support provided. The students clearly recognise the importance of building lifelong habits of excellent attendance and punctuality.

Rewards

A positive culture of celebration exists for students through postcards home, student shoutouts in assemblies, and the student star of the week and tutor group of the week awards which are linked to attendance and behaviour. Termly rewards including celebration events, certificates for attendance and achievement points and bespoke rewards for year groups allow staff to recognise the sustained achievement of students. The students I met with during my visit were great ambassadors for the college and clearly felt valued and respected by the staff. One student told me that the support provided by staff was exceptional and another spoke very positively about the opportunities she had been provided with to develop herself as a leader and confident member of society.

Parental Engagement

Leaders have worked hard to develop continued strong partnerships between the college and parents. Last year, parents were invited to a number of workshops which focused on topics including anti-bullying and students' mental health. Coffee mornings also targeted SEND and PP parents with a focus on the provision and support available, supporting home learning and transition for the new intake. Parent feedback has been very positive and they identified future aspects they would want as a focus. The parents I met with told me they really appreciate the opportunity to meet parents and other staff in an informal setting. They particularly welcome chatting to other parents, often facing similar challenges and realising that they are alone with the struggles and issues they are coping with.

The College has a Parent Forum which is held half-termly with the agenda linked to an aspect of the SIP. The focus of Parent Forum Meetings this year has been on Literacy and reading. All parents are welcome to attend the forum meetings and their views are used to help inform future developments within the college.

Parents of students taking part in the Direct Instruction reading programme were also invited into the college to observe a modelled lesson and to gain an understanding of the programme. The meeting was also used to inform parents on ways they can support their child with reading.



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Agreed Actions for the Next Steps in the Flagship Project

Project Title:

To continue to promote holistic development across the school to support ALL students to become 'Good People'.

Outline of Project:

To further develop the school's provision and intervention offer in order to support our vulnerable students.

- Review the Key Stage (KS) 4 alternative pathway
- Implement the 'That Reading Thing' intervention programme for reluctant readers
- Implement the Emotional Literacy Support Assistant (ELSA) programme across the school

The College is currently discussing the finer details of this next step of their project alongside the writing of the School Development Plan for the next academic year.



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Overview

Sir Jonathan North Girls' College is an outstanding secondary school within the Lionheart Academies Trust. There are currently around 1200 students on roll and the school is working with a growing number of feeder primary schools. This figure has risen over the last two years from 51 feeder schools in 2021 to 73 in 2023. The College welcomes students from across the world and currently has over 54 languages spoken in the school. The College has a very high reputation across Leicestershire and is the only all-girls multi-faith school in the County.

The Principal shared the school's simple aim which is "to create good people". To do this the College has embedded a curriculum that provides both academic excellence and holistic development, taking every opportunity to develop the 'whole child' making them strong, independent, adaptable young learners able to embrace challenges and become responsible citizens. The College's philosophy is, "Every learner has the right to an outstanding education and can be successful regardless of their background". This is underpinned by the school's values; The '4Rs' - Resilience, Resourcefulness, Reflectiveness and Respect. The College strives to ensure all girls 'learn without limits', enabling them to become strong, independent, adaptable young learners who are able to embrace challenges and be responsible citizens. The '4Rs' are visible across the whole school and drive the Personal Development Programme in Tutor Time. Staff have worked with students this year to look at 'What does it mean to be Resilient/Resourceful/Reflective/Respectful?' and the school environment reflects this with displays across public areas and in subject departments.

Holistic provision is seen as a priority at Sir Jonathan North and is supported by the strong tutor and pastoral provision. The Skills for Learning team consists of 14 Teaching Assistants, one of whom is currently undertaking ELSA training. Pastoral and SEN support has been enhanced by the school employing their own Educational Psychologist who works in college one day per week delivering workshops on anxiety, resilience and self-regulation. Additional support is also available through the Local Authority SEMH package which leaders have subscribed to. A new rolling programme for Personal Development has been introduced this year with all students taking part in one session each week which is used to debate key issues.

A five-year, whole-school curriculum has been introduced, supported by a bespoke booklet for each module and a range of external agencies, speakers and workshops. A number of one-off sessions are introduced into the weekly programme at key times to support students' understanding of global events, providing a safe environment to ask questions and express personal viewpoints without taking sides. The most recent of these focussed on the current crisis in Gaza. As an outcome from this session, the students created a student 'peace wall', where all students had the opportunity to express their thoughts.

The College's assembly programme celebrates both national and international events as well as marking cultural and religious observations. Leaders aim to prepare students for life in modern Britain, as well as giving them an appreciation of the differences as well as the commonalities across cultural, religious, ethnic and socio-economic communities. They have recently secured an Eco-Schools Green Flag award in



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recognition of the impact of the work done by the Eco Club and are proud to work in partnership with many external bodies enabling students to participate in national programmes such as Young Enterprise, Youth Parliament elections, debate competitions, MFL Spelling Bees and the Duke of Edinburgh Bronze and Silver Awards.

Leaders at Sir Jonathan North Girls' College remain committed to the inclusion journey and the importance of being a Flagship School. The College was involved in the first Inclusion Quality Mark conference providing a workshop on Student Leadership for other schools and colleges attending the event and is currently supporting another school within its cluster with its student leadership journey. Leaders and staff work closely with other members of the Lionheart Trust and are involved with the Leicestershire Education and Improvement Partnership, having an involvement in a number of working groups and collaboration activities across the city. Leaders are considering applying for IQM National Champion status in the next selection period.

Student voice and student leadership remain a strength across the school through Student Council, Diversity Ambassadors and Sports Leaders. Staff undertake student voice activities every week during tutor time covering all aspects of school life and students have been fully involved in the process of renaming each of the school buildings. As part of the process, students were asked to propose inspirational females who they felt were worthy of having a building named after them. The inspirational figures shortlisted were then discussed by students in their tutor sessions before being voted on and a decision taken on the new names. Information about the named leader is now displayed in each block, raising all students' knowledge about the individual.

During my visit, I met a group of extremely articulate students who spoke highly of the opportunities provided for them. They mentioned many positive aspects of the school including the range of extra-curricular provision, the breadth of music opportunities open to them and the built-in curriculum enrichment activities. Students feel they are actively encouraged and supported to put themselves forward and to develop as leaders. They also spoke about the acceptance and welcoming approach used in the school for students from all cultures and fully appreciate how everyone is involved in the range of religious festivals across the year.

Transition to Sir Jonathan North is managed well despite the complexity of working with 73 different feeder schools and involves a programme of assemblies and activities in feeder schools, parents' evenings, a transition day, summer school and a trip to Beaumanor Hall on the first day of the autumn term. Year 7 pupils were very positive about the transition arrangements and spoke about the summer school which had enabled them to get to know the school building, meet their teachers, experience lessons and meet new friends before the start of term. Additional support meetings and visits are arranged for SEN and vulnerable students and the website contains audio recordings from Year 7 students to provide an insight into college life for the new intake.

The students, with whom I met, felt that their needs are met well and find the Tutor Programme both supportive and useful. They told me that it is easy to get support for learning or personal issues in school, that the staff are very approachable and they liked the variety of clubs. Transition for students joining in the middle of the school year is



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managed well, with the needs of EAL learners being particularly well met. All students are assessed on entry and regular check-ins take place with a pastoral mentor. Students joining mid-year receive a resilience badge for settling in and becoming a member of the college team.

Behaviour during my visit was exemplary. The students have a good understanding of the school's values and how these link to the behaviour expectations in the school. During my tour of the school, I was able to see a snapshot of the school and to see evidence of how the school is made accessible to all students regardless of their additional needs. All staff are fully committed to providing the best possible experience for their children and work very hard. The provision of class seating plans for every lesson, linked closely to the needs of every student ensures that all students have their needs met and feel safe. Learning environments across the school are welcoming and used wherever possible to support learning. The sports facilities, including a bespoke tennis centre, are enviable. Staff in the school know the pupils well and make sure transition is used effectively to share both the academic and emotional needs of the child. Staff constantly monitor children's wellbeing, watching out for any changes in behaviour and involving parents as soon as any potential concerns are identified.

Students' wellbeing is viewed as a priority within the school and a Wellbeing Hub is staffed daily enabling students to attend at key times for bespoke sessions, with some students accessing their lessons virtually from The Hub. Some students will use the Wellbeing Hub at the start of the day to support the transition into school. Wraparound provision, both as a Breakfast Club and Lunch time Club, supports students who find key times of the day stressful or who require support with homework, providing a safe environment for key students. Students finding the noise of the canteen stressful can also opt to eat outside. Key students have access to 'Time Out Passes' and all year groups have a Pastoral Base that is led by the Pastoral Lead.

Leaders are keen to put themselves forward for National Champion status for 2024/25.

The College continues to drive its inclusion focus forwards and I am therefore firmly of the opinion that Sir Jonathan North Girls' College continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the College retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the College has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the College to maintain its Flagship status.

Assessor: Ms Hilary Thompson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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