



## Assessor's Evaluation for the IQM Flagship Project



**School:** Sir Jonathan North Girls' College  
Knighton Lane East  
Leicester  
Leicestershire  
LE2 6FU

**Head/Principal:** Rose Angus

**IQM Lead:** Nicola Coton

**Date of Review:** Wednesday 22<sup>nd</sup> March 2023

**Assessor:** Siona Robson

### **IQM Cluster Programme**

**Cluster Group** Inclusion Fusion

**Ambassador** Alison Merrills

**Next Meeting** 21<sup>st</sup> June, Castle Bromwich Junior School, Solihull, B36 0HD

### **Next Cluster Group Meeting Focus**

Co-operative learning and metacognition strategies; the setting up of KS2 SEN bespoke provision at Edgewick.

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	1 <sup>st</sup> April 2022	Yes
<b>Summer 2022</b>	4 <sup>th</sup> July 2022	Yes
<b>Autumn 2022</b>	15 <sup>th</sup> November 2022	Yes
<b>Spring 2023</b>	7 <sup>th</sup> February 2023	Yes
<b>Summer 2023</b>	21 <sup>st</sup> June 2023	TBC

### **The Impact of the Cluster Group**

The school chaired the first meeting, sharing reciprocal reading and best practice in oracy alongside another school presenting on their literacy interventions. The school was able to network and make a valuable connection with another local secondary. Resources were shared and passed on to the literacy co-ordinator.



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The second meeting was attended by the English as an Additional Language (EAL) Personal Development Co-ordinator as the focus was meeting the needs of EAL learners. The school now has a structure for assessing EAL learners on entry. I saw this in practice on the day of the visit when a young girl was met with her father and the process explained. Clear emphasis was placed on reassuring the family that language would not be a barrier in assessing their academic ability. This is now embedded in the new starter protocol so that staff have all the required information about a new starter in order that they are able to support, stretch and challenge new students from their first day at Sir Jonathan North Girls' College.

The third meeting had reading as a focus and was led by a primary school. It looked at what reading looks like in different subjects which has been shared with relevant subject leads. There was also a resource which could be adapted to support the schools study buddy strategy, a peer support programme for reading.

### Sources of Evidence during IQM Review Day

- Pastoral staff
- Student voice group
- Presentation by Student Diversity Ambassadors and Staff Diversity Lead
- Meeting with Curriculum Leaders, Humanities and PE
- Meeting with school Librarian
- Presentation from Assistant Principal/IQM Lead
- Email from Governor/parent
- Meeting with Principal

### Additional Activities

- Assembly
- Learning walk



### Evaluation of Annual Progress towards the Flagship Project

#### Summary of Targets 2021 - 2022

##### Target 1

**To continue to promote holistic development across the school to support all students to become good people.**

##### **Support positive behaviours through:**

- Sharing good practice across the school and review the new behaviour policy.
- Embed the use of the graduated response and restorative approaches.
- Use of positive praise and rewards to promote our core values "4Rs".

The approach to behaviour at Sir Jonathan North Girls' College is not just about reducing negative behaviour but also recognises the equally important need to focus on developing good behaviour.

Praise and rewards have been a focus for the school over the last few years. Students, I spoke to, were able to articulate how the reward system has developed and clearly value the system in place. Badges and certificates recognise students who display the school values and for the number of achievement points received. Groups of students who have excelled in a particular term are able to choose their reward event. Rewards have a high profile in the school newsletters which go to parents termly. The students value the wide range of ways their efforts and achievements are recognised, rewarded and celebrated. They told me that more students are getting recognised now and this is improving motivation. The achievement points are now perceived amongst students as being more valuable and they like the competitive aspect between tutor groups and across year groups. They also recognise the efforts made to reward and celebrate students who have made improvements in their behaviour or attendance and see this as a very positive aspect of the system. It is clearly now a strength of the school. Data shows that more rewards are being given to students as a result of this push across all year groups and subgroups. However, there is still a gap between Pupil Premium and non-Pupil Premium and Special Educational Needs and Disability (SEND) and non-Special Educational Needs and Disability. This data will be shared with staff so that the gap can be closed.

In terms of behaviour management, the students were very positive about recent changes to the graduated response ladder and in particular the clarity around the verbal warning. They told me that teachers are now clearly explaining what the warning has been given for and the potential consequences which would follow if the behaviour was to continue. This has, from their perspective, reduced the escalation of unwanted behaviours in the classroom. Teachers, they told me are more effectively de-escalating situations and encouraging reflection. There is an increased awareness of why



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particular sanctions are given. The acronym STEP SLANT SHAPE is used in lessons to reinforce positive behaviours for learning. Each letter stands for a behaviour trait; the 'S' in SLANT refers to Sit up straight, the 'L' for Listen and the 'A' for Ask. Students told me that this reinforcement and clarity has improved engagement in lessons. As a result of the school's actions there has been a reduction in repeat offenders and suspensions for all key groups have fallen apart from Pupil Premium and White British, which remain priority groups.

### Target 2

#### Support attendance for target groups.

##### Fostering a culture that supports the attendance and punctuality strategy.

The importance placed on this strand is obvious in all aspects of school life. There has clearly been a cultural shift. There are well developed systems for rewarding attendance and punctuality and for following up concerns. A new policy and protocols are in place. Attendance is above national and rose by 2.13% last year. All key groups had improved attendance.

In the assembly I attended, the importance of high attendance was highlighted, leader boards were shared for the tutor groups in that year and across all year groups. There is a sense of competitiveness which is driving attendance levels up. The students see this as a very positive strategy. The link to learning is clearly emphasised. There is a star of the week award for a student drawn from those who have achieved 100% attendance and have no behaviour points over the week. This recognition of short-term targets is crucial to the success of this strand. An attendance challenge was launched in the assembly for students to secure 100% attendance for a set number of days before the end of term to get entered for a prize draw. Improving attendance and punctuality is also recognised and rewarded. The students recognise the value and impact of the school's drive to keep improving attendance and punctuality for all.

All opportunities are taken to reinforce the importance of high attendance, assemblies, lessons, form time, special events and newsletters. Attendance is very much everybody's business. Administrative staff have carefully prepared scripts to use when talking to parents when they ring to inform the school that their child is absent. In meetings parents are given an attendance booklet. The impact of low attendance on progress for past students has been analysed and shared with students and parents. This data is contextual and as a result has had more impact than sharing national data. Data shows an improvement in attendance and a reduction in the number of students who are persistently absent for all students and for the subgroups of Pupil Premium and SEND.

There have been punctuality workshops for parents and the sanction for lateness is more significant this year which clearly shows to students the importance the school places on punctuality. Students could give me examples amongst their peers for whom this has had the desired effect. Whole-school punctuality has improved.

### Target 3

**Ensure the curriculum is reflective of the diversity of the College.**

**Promote diversity within the personal development curriculum and across the school.**

There has been an impressive start to work on this strand of the project. Staff and students have a shared vision; diversity is not an add on but something which should be woven into all aspects of school life. As you enter the school you are greeted by a welcome in all the commonly spoken languages in the school and a display on Ramadan. Along the corridor there is a display with pen portraits of staff which has been put together by the diversity ambassadors to illustrate the diverse background and culture which exists amongst the staff body.

The school has established a staff diversity group and democratically appointed around 30 student diversity ambassadors who are undertaking some meaningful work in the school. At the start of the academic year, a survey was sent to students to capture their opinions on diversity in order to inform their action plan. They are tasked with raising awareness of diversity, "our school wanted to get involved in celebrating diversity" and as a result I was told by one young lady that, "students now feel safe to express their cultures and identity". The ambassadors told me that, "it's a great opportunity to use our voice, it feels so good to be heard". Every half term an article is shared with students to share how the school community is practising inclusivity. I was shown photos of a culture talent show during which 20 languages and 49 countries were represented. This was so successful it will be repeated this year on a larger scale. The ambassadors said, "our successes have blossomed so much this year". They supported a highly successful culture day which celebrated the diverse cultures and identities across the school including gender identity. An impact of the range of activities is that students in the school know more about what diversity means and how this is represented in their school community.

On the day of my visit, I was fortunate to attend an assembly during which the student diversity ambassadors presented on Ramadan; its significance, the practices observed and how other students not observing Ramadan could support those who are. This final aspect of the presentation really highlighted for me the inclusivity which permeates the school. The ambassadors have also delivered assemblies on a wide range of issues including Eid, Holi, Lent, Transphobia and World Hijab Day. These are shared on social media so that parents/guardians are kept informed.

The staff diversity lead was keen to share how much has happened over the course of the project to weave diversity into all aspect of the students' school experience. She explained how the English department have diversified the curriculum, ensuring that chosen texts not only look at examples of persecution around diversity but some are also selected for their celebration of diversity. In modelling learning to students, staff use a range of names to reflect the diverse names within the school community. The Head of Humanities took up the thread and talked me through their journey to embed diversity in the curriculum. Care has been taken when designing the big questions for



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students. These include how UK cultural influence is changing, How is multiculturalism positive for the UK, and how has ethnicity influenced UK food. The curriculum looks in depth at migration to Leicester and the trigger events in history such as Windrush. Teachers use the software Dollar Street to highlight and promote discussion around the differences in family life across the world.

History have rewritten their curriculum to challenge perception and examine events from different perspectives. Students study medieval Britain from the perspective of an ordinary woman and considering why Matilda failed in her attempt to become queen. A lovely element of the scheme of learning is a 'meanwhile, elsewhere' strand in each topic which looks at what was happening across the world during the period the students are studying, and staff then echo this back. For example, students learn about the Muslim leader, Saladin while studying medieval Britain. The students are aware and appreciative of the work which has gone into the design of the curriculum and told me how much they appreciate the fact that in history they look at the lives of the men and women, who later became slaves, before British rule as well as during. The humanities curriculum has diversity at its heart, effectively challenging and exploring preconceptions.

Three Year 11 students presented to me their Naming Buildings diversity project they undertook in Year 10 while positioned as student council executives. They told me that the buildings had been previously named after upper class white men, some of whom were discriminatory. They took their thoughts to the Principal and she empowered them to run a diversity project to rename the school buildings and key meeting rooms. They agreed a set of criteria, shared these with students and then gathered well over 100 names from the student body along with reasons for their choices. A comprehensive filtering was then undertaken based on their research of the proposed individuals. This resulted in a shortlist of 20 names which were voted on by over 600 staff and students. The final names are diverse, representing women of significance across the globe. These include Zaha Hadid who was an Iraqi British architect and designer and Murasaki Shikibu from Japan who wrote what is considered to be the world's first novel. Pen portraits accompany the names which are now displayed alongside the building name. The students' pride in this project was tangible.

Diversity is also a theme in the choice of texts in the library. The Librarian is passionate about ensuring a diverse range of authors writing about a range of issues, are available to the students. There is a highlighted book of the month which celebrates diversity. Twice a week form tutors read aloud to their class and these books are carefully selected to promote and encourage discussion around diversity and inclusion.



### Agreed Actions for the Next Steps in the Flagship Project

**To continue to promote holistic development across the school to support all students to become good people.**

Good people are defined on posters in the school as those able to be strong, independent, adaptable young learners who are able to embrace challenges and to be responsible citizens. Furthermore, they will have acquired the school values of resourcefulness, resilience, respect and reflectiveness, the 4 Rs. Each of these values are underpinned by five-character traits.

#### **1. Continue to diversify the curriculum so that all pupils can thrive together within an inclusive environment that meets the needs of all pupils.**

- Embed a whole-school reading strategy with diversity at its heart and quality assure this provision.
- Provide free books for Pupil Premium students.
- Expand on events run by the diversity focus group.
- Key documents to be translated into as many of the commonly used home languages as possible.
- Ensure diversity is represented across all aspects of the curriculum and an integral element of schemes of learning. Share best practice amongst middle leaders.
- Plan activities which celebrate those with different physical abilities.
- Share best practice in this area with cluster, Trust and local schools.

#### **2. Securing excellent attendance and punctuality (Focus cohort SEND/Pupil Premium).**

- Review attendance protocols and policies in the light of impact data.
- Share good practice with other IQM schools, across the Trust and with local schools.
- Relaunch attendance clinics at parent evenings and within the community to engage hard to reach parents.
- Pastoral teams to target key parents.
- Coffee mornings with an attendance focus.
- Implement the punctuality graduated response in line with the behaviours policy.
- Run Punctuality Matters workshops for students.





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- Student voice to inform rewards and support for punctuality.
- Special Educational Needs Co-ordinator (SENCO) and Teaching Assistants to be involved where attendance of SEND students falls below 95%.
- Teaching Assistants to support bridging the gap for SEND and Pupil Premium students following periods of absence.

### **3. Securing strong parental engagement for SEND/Pupil Premium.**

This strand has been included in response to feedback from parental surveys.

- Run parent coffee mornings.  
One was planned for the week after the review visit. This will be used to share with parents, strategies used across the school to support SEND students. The event will be supported by a number of local agencies including the school nurse, REACH (an organisation which supports students who are at risk of suspension) and the Education Welfare Officer.
- Work on innovative ways to engage with hard-to-reach parents including audio messages.
- Continue to develop the SEND newsletter alongside the use of social media as a way to celebrate achievements of SEND students.





### Overview

The College continues to keep inclusion at the heart of its practice. The Principal shared her view of the importance of their Flagship status. "As a Flagship school we share good practice within the cluster, the Trust and more widely in the local area. We are innovative in our approach to ensuring all students needs are catered for and that all have equitable opportunity." The Assistant Principal responsible for inclusion is passionate about inclusive practice, securing outstanding attendance and behaviour. She is empowered and supported by the Principal. There is a real passion for recognising and celebrating diversity across the school community.

The values of the school are central to the aim of this project. There is a clear commitment to these being integral to the life and behaviours seen in the school. Staff model these behaviours and are constantly interacting with students, building positive relationships. The school has a holistic approach to behaviour, referring not just to the students, but to every member of the school community. The vision and direction of the school and the language associated with its values is shared with parents and students and forms part of the induction process from primary school. There has been careful consideration as to what these values look like in terms of the desired behaviours of all members of the school community. There are posters around the school which break down the values for students. Examples include show reflectiveness by listening, show respect by being grateful and show resilience by being self-controlled. The Trust strapline is "pupil centred, positive and professional." This is clearly evident across Sir Jonathan North Girls' College.

There has been a real push on enrichment activities for students since they returned to school following the disruptions caused by Covid. Subjects have been encouraged to organise events or trips for each year group and there is a wealth of opportunities available as a result. The school is ensuring that barriers are removed to ensure that Pupil Premium and SEND students can fully access and benefit from these opportunities. On the day of my visit I was able to see, in action, a workshop on felt making run by museum educators. Pupil Premium and SEND students were invited to take part in this event, learning about the history of fascinators and having the opportunity to make their own.

Physical Education (PE) is an impressively inclusive provision at Sir Jonathan North Girls' College from the decisions regarding kit to the activities and resources available to students. They are committed to removing barriers so that all students regardless of their ability or needs can enjoy and participate in sport. Staff meet with parents and students with specific needs. Lessons are built around an enhanced understanding of how they can support individuals. The students have access to adapted resources, short and long handled racquets, large shuttle cocks, different height hurdles and balls with bells inside for visually impaired students to name but a few. The annual sports day is completely inclusive so that all students can participate. There is a wheelchair basketball festival and Leicester Tigers deliver sessions on adaptive rugby. The school gets involved in disability events and competitions locally and county wide. Next year the department will be working with Make Change to give students the opportunity to support the first UK wide wheelchair primary school festival.



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A great deal of work has also been done on the SEND strategy, informed by research, to secure a comprehensive understanding across staff so that students' needs can effectively be met. The graduated approach from the SEN code of practice and the SEND 5 a day are used to ensure the best possible support is given to SEND learners to ensure that they are not disadvantaged. The progress of SEND students is improving as a result. There is a designated email address which staff can use to raise specific concerns, ask questions or seek support. Governors have had training so that they have the knowledge and understanding to both support and hold the school to account. All the work done in this area is research driven. The school uses a central system called Beehive for capturing all student information. This is supporting the SEND strategy as seating plans are annotated with key features of student passports and students' reading ages. These 'on purpose' seating plans are integral to teachers meeting the needs of SEND students. Information is shared with parents of students with additional needs, and they are treated as partners by the school. A Governor, who is also a parent of a child with additional needs said, "As a parent with an SEN child, I have come to appreciate the hard work the school and the SEND team do to ensure there is no room for any errors or mistakes. Once every term the SEND team runs a coffee morning which gives the opportunity for parents to meet up, exchange views, interact with one another and with the SEN Team".

The Garden Hub houses the reflection zone and wellbeing centre. There is a real emphasis on support, helping students to reflect and modify their behaviours. Students are welcomed back after suspensions to ensure they have a fresh and positive reintegration and any barriers to this are addressed. The pastoral team call daily while they are off to check on wellbeing and their learning.

The process for welcoming new students to the school mid-year is comprehensive. EAL students are assessed on entry, and it is made very clear to the family that limited or no English will not be a barrier to this, and they will have the same opportunities as every other student to make academic progress at the school. New students are regularly checked on by the pastoral staff and receive a resilience badge for successfully settling into a new school.

Student voice is a key tool used to drive up standards at Sir Jonathan North Girls' College. Leaders undertake student voice activities every week covering all aspects of school life. Targeted questions are used to evaluate the curriculum and the exercise books of the student spoken to are looked at, giving further insight on the students' learning. The Speech and Language Team (SALT) share the findings and the resulting reflective dialogue is a key driver of school improvement.

The final words, quite rightly, come from the inspirational diversity ambassadors.

"The school empowers students to believe we can achieve regardless of our background or journey."

"We are really proud of our achievements so far and hope to continue building our vision of respecting diversity so that every member of staff and every student feels seen and celebrated and that we all continue to see the beauty in our unity."



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The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

**Assessor:** Siona Robson

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd