

Name of School:	Fullhurst Community College
Head teacher/Principal:	Steve Piggot – Acting Headteacher
Hub:	Ashfield
School type:	Foundation School
Organisation	Fullhurst Learning Partnership

Date of this Review:	27-29 September 2017
Date of last QA Review	19-21 November 2014
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	18-19 October 2012

1. Information about the school

- Fullhurst Community College was established in 1991.
- The Acting Headteacher has been in post since February 2017 and is supported by an extended leadership team.
- Fullhurst is an average sized secondary school with a growing number of pupils on roll. Plans, endorsed by the city council, will see the school increase by 400 pupils over the next four years.
- The school population includes two thirds of pupils who are White British. There is a larger than average proportion of pupils from minority ethnic backgrounds and for whom English is an additional language, with forty-seven languages spoken by pupils.
- The proportion of disadvantaged pupils is much higher than that found nationally at just over half of the school population.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is above the national average and the proportion with a statement or education health care plan (EHCP) is much higher than the national average.
- The proportion of pupils starting the school with low prior attainment is higher than the national average although this is reducing with new intakes.
- Over the last three years the school has consistently met the national floor standard.
- The number of pupils categorised as NEET has dropped by 10% over four years.

2.1 School Improvement Strategies - Follow up from previous review

There were no EBIs in the previous Challenge Partners report for School Improvement Strategies.

2.2 School Improvement Strategies - What went well

- The school has high expectations for the success of its pupils. There is significant evidence of positive relationships between teachers and pupils and a visible ethos of mutual respect in lessons and around the site.
- As a result of the significant strategic focus of its leaders, the school has raised the outcomes of pupils and succeeded in closing the gap between disadvantaged pupils and their peers nationally.
- Leaders have developed a clear-sighted, strategic approach to school improvement. The improvement plan is framed by a series of clear objectives tracked by senior leaders. Regular corporate reviews of progress against actions by the whole leadership team ensure that there is concerted focus on the most

- pressing priorities.
- The detailed timeline for assessment and reporting ensures that all stakeholders are clear about the distance between working at grades and targets. Groups of pupils are monitored robustly and targets revisited at regular intervals.
 - Pupils in Year 11 benefit from significant early intervention, including summer school activity and mentoring by leaders.
 - Leaders have developed a robust quality assurance system, including regular learning walks with outcomes linked closely to performance management objectives.
 - Leaders have responded to the gap in the progress and attainment of boys and girls by introducing a range of initiatives.
 - Reductions in absence levels have been achieved through close alignment between pastoral and academic senior leaders.
 - Pupils benefit from a broad and balanced curriculum including a range of vocational options.
 - The strategic approach to planned support for disadvantaged pupils includes a carefully costed programme of interventions and whole school continuing professional development (CPD).
 - The school has invested in a range of high quality, well-resourced alternative curriculum options. Pupils who pursue qualifications in these areas are well supported by skilled practitioners.
 - Middle leaders have benefitted from a range of development opportunities including access to national professional qualifications.
 - The school has developed a carefully calibrated programme of CPD with its impact carefully captured and tracked.
 - Pupils value the opportunities provided for them to take on leadership roles and consider that their views are highly valued by senior leaders.

2.3 School Improvement Strategies - Even better if...

...the impact of all careers and enterprise activities was more clearly captured and analysed

...leaders further consolidated the number of strategic objectives and clearly tracked the impact of actions.

...leaders developed further opportunities to enhance a culture of innovation with best practice shared across all staff.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Since the last review, leaders have introduced lesson study as a tool designed to identify elements of good practice in teaching and learning. The most effective teaching contains elements of innovation and creativity promoting student engagement and deepening learning.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Highly positive relationships between teachers and pupils serve to promote positive attitudes to learning. Where learning is strong, teachers hold high expectations for pupils' engagement and progress.
- In many curriculum areas, teachers are using appropriate technical subject specific language and promoting recall over time. In English, for example, pupils are asked to engage with the language used to analyse poetry and prose critically.
- Across the school, pupils benefit from dynamic learning environments, including a range of high quality work on display, specialist facilities and advanced digital technologies. Some teachers are using technology to enhance opportunities for pupils to engage in independent learning.
- Leaders have embedded a clear focus on literacy. Strategies include a range of opportunities for pupils to develop reading habits, attention to spelling, a focus on punctuation and grammar in work scrutiny and the use of form time to promote research and debate. Pupils are reminded of the importance of literacy at regular intervals across the curriculum.
- Leaders have developed an effective system of 'Assess, Reteach and Reassess' (ARR) and pupils are encouraged to recall prior learning and take appropriate next steps in their learning.
- Teachers place a strong emphasis on improving pupils' presentation in books. There is evidence in books of pupils displaying considerable pride in their work.
- Consistency in the implementation of assessment and feedback protocols has ensured that books are marked regularly and pupils' progress is monitored. Leaders have developed a clear framework for accountability across all areas of the curriculum.
- In Key Stage 4 lessons, teachers make close reference both to examination criteria and examiners' reports. Teachers give guidance on responses to specific types of questions, alongside discussion of the demands of assessment objectives
- In some classrooms, progress data is used to flex the structure and timing of activities in order to promote mastery and raise the level of challenge for pupils.

3.3 Quality of Teaching, Learning and Assessment - Even better

...if all teachers developed strategies to enhance the level of challenge and promote a thirst for learning by teachers developing further scaffolding and differentiation.

...the range of questioning strategies used by teachers was extended to ensure that all learners are fully engaged.

4. Outcomes for Pupils

- The school has met the government floor standards for the last 3 years.
- Progress for pupils has improved significantly over three years. In 2015, the school opted in early to the new Progress 8 measure. The school is therefore able to demonstrate a 5 point increase with the 2017 unvalidated score above the national average.
- Progress of disadvantaged pupils has also improved from a negative score in 2015 to a score of 0.41 in 2017. The school has achieved considerable success both in narrowing the gap between pupils in school and achieving greater progress than the national average.
- Attainment in English and mathematics has shown significant improvement over time. In 2017, 63% of pupils achieved the 'standard pass' in English and 53% in mathematics. The number achieving the stronger pass in English was 44% and in mathematics 37%. The number achieving the 'stronger' grade 5 pass across both subjects was 26%, 8.8% above Fisher Family Trust levels.
- The school has achieved positive attainment in the reformed GCSEs in Mathematics, English language and literature.
- In 2017, the number of higher prior attaining 'more able' pupils at the school was less than half of the national average. Nevertheless, the proportion of students achieving A*-A has increased rapidly from 9% in 2015 to 23% in 2017. The Progress 8 score for the higher prior attaining group has improved over time.
- The performance of boys and girls has improved over the last three years. However, the gap between the progress of boys and girls has increased with the rise in boys' achievement in 2017 and future predictions in current school data.
- The Progress 8 score for students with SEND has declined since 2016 although case studies provide a clear narrative of support for those students.
- The school has a good understanding of the underperformance of certain subjects.

- Students are very well prepared for their next steps in education with a fall in NEET numbers from 12.6% in 2012 to 2.8% in 2017.
- Attendance has improved over the last three years, with lower than national absence levels for vulnerable pupils.

5. Area of Excellence

Careers Education Information and Guidance

Previously accredited: CPD

5.1 Why has this area been identified as a strength?

- Careers Education is a whole school focus and leaders believe that investment in this area has motivated pupils to move confidently to the next stage in their learning. The highly qualified Leader of Enterprise and Employability is accountable for delivering the well-considered, multi-stranded strategy which is informed by national policy and practice.
- Careers Education Information and Guidance has been carefully embedded into the pastoral programme, including into the extensive range of assemblies and tutor time activities. Destination data is strong and pupils are given impartial advice on the range of options and experience visits from representatives from local colleges. The school work experience programme plays a key role in enhancing the vocational experiences of pupils. A large proportion of pupils identify their own placements and staff play a key role in supporting vulnerable pupils through the process.

5.2 What actions has the school taken to establish expertise in this area?

- The school has developed strong partnerships with a range of external agencies such as Barclays life skills. The Career and Enterprise Company's Enterprise Advisor Network has provided the school lead with an opportunity to engage in professional development and best practice sharing. A range of employers work closely with the school to provide opportunities for pupils to engage in enterprise and employability activities. STEM Ambassadors provide specific advice on careers in specific science and technology sectors. Representatives from the Prince's Trust also provide support for pupils considering routes into apprenticeships. The local enterprise partnership also ensures that pupils are provided with opportunities to engage with projects.
- Pupils have access to a range of activities and, across all key stages, pupils have significant access to speakers, 'drop down days' and events. Pupils have also benefitted from visits to a range of higher education institutions, as well as, from university representatives. The dedicated digital package Kudos has been introduced alongside mock interviews and soft skill development. At Key Stage 3,

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enterprise activity is embedded in the Fullhurst Pledge. School alumni act as both mentors and ambassadors.

5.3 What evidence is there of the impact on pupils' outcomes?

- The school has achieved significant success in reducing the numbers of pupils who become NEET to a number well below the national rate. A number of pupils progress to local universities, providing clear evidence of the impact of widening participation project work. The programme of mock interviews has been judged to be particularly successful. Pupil feedback on the work experience programme is very positive and 87% of respondents indicated that they had gained improved understanding of 'how school fits into the world of work'. The school development plan also contains significant detail on the impact of enterprise activity on the development of positive attitudes to learning.

5.4 What is the name, job title and email address of the staff lead in this area?

Mr S Piggot – Acting Headteacher

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6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The headteacher would like to reflect on the areas for improvement identified in this report. In partnership with other members of the Trust, leaders are seeking opportunities to disseminate best practice.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.