QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FULLHURST COMMUNITY COLLEGE

Name of School:	Fullhurst Community College
Headteacher/Principal:	Christina Bailey
Hub:	East Midlands Hub
School phase:	Secondary
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Leaders chose not to have estimates
Date of this Review:	24/03/2025
Overall Estimate at last QA Review	Not applicable
Date of last QA Review	Not applicable
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	26/09/2023

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Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

Leadership at all levels	Not applicable
Quality of provision and outcomes	Not applicable
AND	
Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs	
Area of excellence	Not submitted for this review
Previously accredited valid areas of excellence	Not applicable
Overall peer evaluation estimate	Not applicable

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.

- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

  Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

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1. Context and character of the school

Fullhurst, a trust school, is very much one school even though it is spread over two campuses with 1512 students on roll. In 2019, the new state-of-the-art Fosse Campus was opened in order to increase the student intake. This campus is home to Year 7 and Year 8 students. Students then move to the Imperial Campus for Years 9 to 11. The school is sited in the most deprived ward in Leicestershire, with 36% of disadvantaged students which is higher than the national average.

A broadly average proportion of students have special educational needs and/or disabilities (SEND) but the percentage of students with an education, health and care plan (EHCP) is significantly above the national average. Fullhurst has a designated specialist provision (DSP) which currently offers places to 54 students. There is an above average proportion of students who speak English as an additional language (EAL) with 59 languages spoken. The school's mobility rate is above that found nationally.

2.1 Leadership at all levels - What went well

- The leadership team is highly capable, demonstrating clarity of vision, proactive decision-making and strategic alignment across all areas of the school. Guided by an experienced and wise headteacher, they prioritise strong communication, thoughtful problem-solving and compassionate leadership, creating a supportive environment where staff and students thrive. Their collaborative approach assures sustainable improvement, significantly benefiting the entire school community.
- The initial restructure of the pastoral system some eighteen months ago significantly clarified roles, eliminating previous ambiguities around responsibilities. Staff can now focus exclusively on enhancing efficiency and impact while preventing vital tasks from being overlooked because of conflicting demands.
- Regular strategic curriculum adjustments following assessment data points are highly proficient. Regular reviews and responsive interventions, such as targeted support sessions, are significantly improving student outcomes and bridging learning gaps early in Key Stage 3.
- Appropriate use of Key Stage 4 mock examinations (PPEs), combined with targeted interventions like specialised tutor groups and Period 6 sessions, is significantly raising attainment and accelerating progress, enhancing results in core subjects such as English and mathematics.
- Embedded routines and consistent pedagogical strategies have improved the quality of teaching. Approaches, such as structured classroom routines, clear

expectations and ‘FAST’, have supported positive classroom management and student engagement.

- Strong commitment and the active engagement of members of the senior leadership team (SLT) have significantly enhanced the efficacy of social, emotional and mental health (SEMH) initiatives.
- The newly established attendance structure is improving the school's capacity to manage complex attendance issues. Dedicated teams now expertly build stronger relationships with families. This significantly enhances support strategies for persistently absent students.
- Leaders have created strong mechanisms to support students at risk of becoming ‘not in education, employment or training’ (NEET), beginning with early intervention and career guidance in Year 10. Tailored, targeted advice and regular follow-ups are significantly increasing students' readiness for post-16 education, employment or training.
- Parental engagement strategies, such as informal weekly drop-ins for parents of SEND students, proactive communication and community events, have improved relationships with parents. They have increased trust, particularly with families traditionally hesitant to engage with the school, benefiting vulnerable students in particular.
- Video explanations of school policies and processes have successfully supported these parents in understanding what happens in school. This innovative approach has enhanced understanding and promoted a more positive school-parent partnership.

2.2 Leadership at all levels - Even better if…

… leaders continued to promote to the wider community the positive work done in school.

… leaders further developed a culture whereby students were encouraged to become lifelong learners who valued the advancement of the whole self and the world around them, beyond what is provided in school.

3.1 Quality of provision and outcomes - What went well

- DSP provision is comprehensive and fully integrated within the wider school, successfully preparing vulnerable students academically and socially for life

beyond school. Tailored curriculum access, specialist interventions and enhanced careers guidance significantly support these students' transition to further education.

- Structured, incremental revision strategies from Year 7 onwards have significantly improved student engagement, with activities building confidence and solid study habits early. This approach is assuring better preparedness and performance at GCSE level.
- Deliberate 'botheredness', or purposeful relationship building, is now an integral component of staff-student interactions, significantly enhancing students' sense of belonging, recognition and engagement. This positively influences overall student welfare and academic performance. Weekly meetings with teams across the school, involving attendance and student support, address persistent absence, enhancing understanding of underlying issues and enabling appropriate interventions.
- The breakfast club is beneficial for students, providing a positive start to the day. Students have opportunities to build relationships with key staff and their peers whilst eating a healthy meal.
- Implementation of the school's behaviour policy is consistent, emphasising clarity and fairness. Clear, compassionate communication strategies have improved student behaviour, promoting a positive school environment built on trust and mutual respect.
- Excellent examples of classroom routines were seen in Year 9 English. The teacher successfully integrated the ‘Do Now’ and FAST strategies, using ‘Trackit’ during the lesson which focused on the ‘Purple Hibiscus’. Superb use was made of the reading strategy with clear, planned pauses creating the time to check for understanding, prior language and key terms. Appropriate praise created a positive working environment.
- In Year 9 Geography, students were studying the human aspects of coasts and mountainous areas. The teacher’s solid subject knowledge and skill in recording students’ answers to questions helped to support them in remembering and knowing more. Well-thought through booklets provided the opportunity to study current aspects, such as the issues in Spain with over-tourism. One student said, ‘I like the booklets to record my work, it helps me to write the most important points’.
- Teachers link learning together well, what came before and what comes next. There were highly appropriate examples of this in Year 7 history where the teacher shared the intent at the start, outlined the expected outcomes and linked these with future learning when discussing the Battle of Bosworth Field. As a result, students had a real grasp of the topic because the curriculum sequencing was clear, ‘why this, why now?’
- Students’ independence is a priority. In a Year 10 business studies lesson, students chose their own businesses to review, undergoing a SWOT analysis. They were highly engaged and clearly knew how to reach the objective set.
- Saturday and twilight assessment sessions are increasingly popular. They adeptly identified previously unnoticed learning gaps and mental health

needs. This has led to earlier external referrals and quicker targeted support, particularly for younger students.
- Students understood knowledge organisers and knew how to use them productively. In Year 9 mathematics, these helped misconceptions to be spotted which was echoed in Year 8 mathematics where students referred to mistakes, supporting their learning well.
- The Year 11 tutor session intervention for high ability boys was highly successful. Students were well supported with their organisation and benefitted from the development of their study habits. Consequently, they were clear about 'what' and 'how' to revise.

3.2 Quality of provision and outcomes - Even better if…

… None identified

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Collaborative action planning between the SEMH team and SLT has resulted in clear, strategic approaches to supporting students with additional SEMH needs. Students in the DSP are seamlessly integrated into school life, academically and socially. They engage with a comprehensive curriculum tailored to their individual needs, benefitting from adapted delivery and targeted interventions matched to their EHCP targets. Inclusion extends beyond structures; it is deeply embedded in the school's culture, with DSP students actively assuming leadership positions, such as prefects and trailblazers.
- A diverse range of professionals, including youth workers, the Leicester Mental Health Support Team and the Early Help Team, are involved to support students. A rigorous triage system monitors and assesses the impact of school-led interventions, with 176 students already benefiting from this coordinated support. Staff have successfully built stronger relationships with SEND students and families through increased communication, helping parents to feel more valued and students more supported.
- The Learning Centre classes offer a nurturing, stable environment resulting in excellent student behaviour, impressive attendance rates and clear academic progress. Consistently strong relationships have been the key to success.
- Outreach provision for emotionally based school avoidance (EBSA) has significantly improved student reintegration, providing personalised

approaches to learning and therapeutic support which help many students gradually return to mainstream classes.
- Pupil passports are applied and monitored, ensuring that staff are able to implement tailored strategies for SEND students, leading to better classroom experiences and outcomes.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if…

... None identified

5. Area of Excellence

Not submitted for this review.