



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FULLHURST COMMUNITY COLLEGE

Name of School:	Fullhurst Community College
Headteacher/Principal:	Steve Piggot
Hub:	Ashfield
School phase:	Secondary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	13/01/2020
Overall Estimate at last QA Review	Good
Date of last QA Review	27/09/2017
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	16/01/2018



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Quality Assurance Review

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

Leadership at all Levels Leading

Quality of Provision and Outcomes Effective

AND

Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs

Area of Excellence Special Educational Needs and/or Disabilities (SEND): Accredited

Previously accredited valid Areas of Excellence Careers and Guidance (09/2017)

Overall Peer Evaluation Estimate Effective

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Fullhurst Community College is a large school on two sites in the centre of Leicester. It is a foundation school. Years 8 – 11 are housed on the Imperial campus and Year 7 is housed on the Fosse campus, which opened in September 2019.

Under its present leadership, the school's reputation has improved considerably and is now heavily oversubscribed. The intake has been rising to take into account the demand, so that there are now 300 students in Years 7, 8 and 9.

The school faces many challenges in the heart of the inner city. About two thirds of students come from the most deprived ward in Leicestershire. A high proportion of students are disadvantaged. A third come from a more diverse area. There are 54 different first languages, predominantly from eastern Europe. Some students are new arrivals to the country, speaking little or no English. Students often come in with a lack of cultural capital.

Almost a fifth of students have SEND and 38 pupils have education, health and care plans (EHCPs). There are 18 looked after children. The school's priority is to make a difference to students' lives. Its ethos is reflected in its mission 'transforming lives'. Staff are totally committed to removing barriers to learning. They want all students to succeed. In pursuit of this, the school makes a 'pledge' to every student about the range of experiences they will enjoy, including visits, cultural activities and leadership opportunities.

The school has a Learning Centre for students with SEND and those who are most vulnerable. In Years 7 and 8, this makes use of primary-trained teachers to bridge the gaps between Key Stage 2 and Key Stage 3 and enables students to move forward in their learning.

2.1 Leadership at all Levels - What went well

- The previous QA review was more than two years ago. Leaders have fully implemented the EBIs from that review, including becoming more innovative.
- The shared vision of leaders, including governors, is clear and communication is strong. The implementation of the vision is adapting with a growing cohort that has different needs. Leaders are aspirational. They are passionate and committed and driven to improve student outcomes.
- There is consistency of communication across both sites. The whole school comes together as one unit, despite its size and the two separate campuses. There is a clear Fullhurst way of doing things. Students feel included wherever

they are taught and know that staff will have the equally high expectations of them.

- Leaders are effective at growing their own staff into leadership positions, identifying talent, and investing in the development of those people. There are continuing professional development (CPD) programmes for all staff new to leadership. They identify areas they would like to gain experience in. There is also a programme of training for teachers in their second year of teaching, who complete a project of their choosing. This gives staff a clear pathway to develop the skills they need to be successful.
- Leaders use evidence-based research to inform their strategies for moving forward. For example, this is reflected in the pupil premium strategy and the development of reading booklets. They have a flair for innovation and are highly skilled in securing funding. They have succeeded in completing capital projects to their own specifications, and in obtaining additional funds for pupils with SEND. There is very strong leadership of SEND, which transforms lives. Everybody buys into the culture of inclusivity.
- Student leadership is strong. Students feel they have a real voice in the work of the school, achieving the green flag eco award and improving the school environment. Students wanted more investment in PSHE and healthy living. The school has extended its provision as a result. Students lead assemblies, for example about mental health and emotional well-being.
- Leadership of careers education and guidance is extremely effective. Progression is built into the offer across the school. There is a high level of engagement with over 50 employers from different sectors. 180 Year 10 students have a week's work experience. Staff go above and beyond to support certain pupils beyond Year 11. They accompany students to interviews and their first day at their new setting.
- All teaching is visited regularly and support is provided as necessary. There is also regular work scrutiny. Collaborative planning time spreads best practice on pedagogy.
- Students give back to the community, for example with the Christmas hamper appeal. The community makes use of the school site, hosting language schools and using the sports hall. Leaders broaden students' horizons, through the school's pledge activities, assemblies and tutor time. There are diverse friendship groups among students. Students of all cultures and backgrounds mix freely. Students are very open about diversity. They are respectful of one another and their differences.

2.2 Leadership at all Levels - Even better if...

...leaders ensured that the capturing of data was efficient and informed practice and learning.

3.1 Quality of Provision and Outcomes - What went well

- Students are engaged in lessons because there are very positive relationships with staff, and they find the work interesting. Teachers make clear to them what they are learning, and often how the learning fits into the wider sequence of work. For example, in English in Year 9, the teacher referred back to what students had learned about placing text in context in previous years and how the current work would build on this knowledge to enable them to answer future GCSE questions.
- Staff know their students well. There is targeted questioning and scaffolding of resources to enable students to make the most of learning. For instance, in Year 11 mathematics, the teacher asked probing questions to test students' reasoning skills about circles.
- Teachers make regular use of modelling, which is a school focus. They all have access to visualisers, which means they can project a students' work or tasks they are demonstrating. In a science lesson in Year 8, the teacher modelled a practical activity to draw a magnetic field, which enabled students to make a start.
- In general, lessons are well pitched so that all students within the group are challenged. For example, in Year 10 PE, students were reworking command words and looking at how to answer six marks and above questions.
- Careers and guidance prepare students well for their next steps in all year groups, whether that is in choosing options in Years 8 and 9, or raising aspirations, arranging work experience in Year 10 or moving to further education, employment or training in Year 11. Teachers have displayed posters about different careers that inspired them, or jobs they did previously, including yoga teacher, airline pilot and journalist. This is intended to broaden students' ambitions.
- Students are able to choose from a wide range of academic and vocational courses to suit their interests and aspirations, because the curriculum is well structured to meet their needs. The school has excellent resources, including a car maintenance workshop, a hair and beauty salon and a farm. Students also have access to a construction site.
- Teachers' subject knowledge is strong. They have been developing the curriculum for some time, so sequences of work are well established. This is particularly evident in drama learning pathways, English and humanities. The curriculum is well differentiated for the needs of the students. For example, the most able in Year 7 learn two languages.
- The school has a pledge, which offers all students a variety of experiences in arts, careers, social experiences and leadership during their school career. For instance, Year 7 students visit London while Year 8 students visit the Peak District. They learn life-saving skills. They see a pantomime. They visit a university. They enjoy a formal meal.
- Reading strategies are very effective in giving students opportunities to read widely. A homework project in Years 7 and 8 provides a booklet every two weeks with a variety of texts from all curriculum areas tailored to different groups of

pupils. This was devised in response to students commenting that they had very little to read at home. It also took account of external research about the best sources of support for disadvantaged learners.

- Students enjoy hearing motivational speakers, such as the Principal in assembly, and meeting people from different cultures. One said, 'teachers are charismatic and have a love of their subjects'. They like the flexibility they are given to choose options that suit them, with the chance to change their minds in some cases.
- While students join the school with starting points that are significantly below the national average, they make good progress, including disadvantaged pupils and those with SEND. Attainment has been rising over time. Work scrutiny shows that students follow a well-planned sequence of work, which enables them to grow in their knowledge and understanding of different subjects and widen their vocabulary.

3.2 Quality of Provision and Outcomes - Even better if...

...the depth of questioning seen in the best lessons were seen across the school.
...best practice, in communicating to students how lessons and concepts fit within learning sequences, were shared amongst staff, so that this was more consistent across the school.

4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well

- There are high expectations of all students, irrespective of their abilities or barriers to learning.
- Pupil passports summarise students' needs and the strategies that will help them. These are helpful for teachers to act upon in class, so that they know they can assist pupils with additional needs with confidence.
- The curriculum meets the needs of disadvantaged students well, offering them a wide range of choices, including vocational options.
- Most able disadvantaged students have aspirational opportunities through the 'Brilliant Club'. This can lead to students being the first in their families to go to university.
- Staff spend a considerable amount of time working with students and parents, so that they can achieve the best possible outcomes. This is especially the case for students with additional needs.
- Everything the school does is evidence based, which benefits disadvantaged students. Teachers use research and visits to other schools to offer the best provision they can, for example through modelling, recall and reading.
- Everybody plays their part in supporting students with SEND across the school.

The Learning Centre is very well organised to enable students to succeed, whatever their starting points. The use of qualified primary teachers helps vulnerable students grow in confidence. The curriculum is flexible so that they can access the Learning Centre as they need. Students in the Learning Centre say they feel happy and secure. They do not feel isolated from the rest of the school.

- Disadvantaged students access the school pledge and have as many experiences as the other students. They recognise the support that the school provides for them, such as the ingredients in cooking lessons.
- Like other pupils, disadvantaged pupils and those with additional needs have more than 25 employment encounters by the end of Year 11, well above the Gatsby benchmark. Almost all students with SEND have gone on to education, employment or training.

4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...the passport profile model for SEND students was broadened to benefit other vulnerable groups.

5. Area of Excellence

Special Educational Needs and/or Disabilities (SEND)

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

The senior deputy principal, responsible for whole school teaching and learning, is the senior leader for SEND. This has ensured that the vision for SEND has been at the heart of whole school provision. The SENCO is a member of the senior leadership team and is assistant principal for SEND/EAL/LAC and vulnerable pupils. The school has seen a significant reduction in the waiting times for students in need of external assessments, as staff have the expertise to deliver many in house. There are two assistant SENCOs, significantly increasing the school's capacity. One leads

the specialist Learning Centre provision and the other is responsible for supporting teaching and learning for SEND students accessing mainstream provision.

The school has two primary trained specialist SEND teachers, who deliver a bridging curriculum between Key Stage 2 and Key Stage 3 in a primary classroom environment for the most vulnerable students in Years 7 and 8. The school also has a specialist inclusion manager, trained in social, emotional and mental health (SEMH) interventions and a LAC mentor who leads provision for the school's large cohort of looked after children.

The specialist Learning Centre provides 80 students with very complex needs with bespoke curriculum offers, smaller class sizes, specialist adult support, targeted intervention groups and access to life skills provision. While students in Years 7 and 8 benefit from a primary curriculum, students in Years 9 to 11 are taught core subjects in the Learning Centre.

The school has designated ASD and SEMH groups. They access a broad, yet bespoke curriculum, differentiated to meet their very individual needs. The school also has a sensory room, providing a safe area for young people in crisis and opportunities for motor skills and anxiety based therapeutic interventions.

All SEND students have access to curriculum pathways that meet their wide ranging needs. The Learning Centre provides many bespoke curriculum provisions. The school also has a dedicated Year 7 classroom on the Fosse site. Leaders ensure that students with difficulties in one subject area are not held back from accessing higher classes in their areas of strength and reading interventions are also accessed as part of their curriculum offer.

SEND is the first agenda item on weekly whole school teaching and learning meetings. This has facilitated an increased awareness of SEND and has increased the priority of SEND provision across all teaching and learning leaders. A weekly SEND bulletin ensures all staff receive consistent messages and up to date information on a wide variety of SEND matters.

The assistant SENCO for SEND works with individuals and faculties, providing bespoke CPD sessions, visiting lessons and offering strategies to support staff with SEND students. Over the past three years the school has secured a substantial amount of additional funding through its extensive commitment to the statutory assessment process.

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

No students with EHCPs in 2018 or 2019 were not in education, employment or training (NEET) compared with the national average of 18%. Only one student with SEN support was NEET in 2019.



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The attendance of SEND students is above the national average for this group of students. The proportion of these students with persistent absence is much lower compared with the national average.

There has been a reduction in incidents of poor behaviour and a significant drop in the number of pupils who are either at risk of exclusion, or who have been excluded. There have been no permanent exclusions.

The progress scores of students with EHCPs and SEN support were considerably stronger than the national averages for these students.

Students who join the school significantly below average make significant gains in Year 7. In 2019 no student with SEND was more than a year behind where they should be by the end of the year.

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

Name: Catherine Murphy

Title: Assistant Principal for SEND, EAL, LAC and vulnerable pupils

Email: cmurphy@fullhurst.leicester.sch.uk

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

Leaders would like time to reflect on the review findings.

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.