Executive Summary

Fullhurst Community College serves an area of Leicester City with high levels of social and economic deprivation. 29% of students are in the most deprived 5% and 54% are in the most deprived 10% of IMD scores nationally. Over 25% of students are eligible for free school meals which is well above the national average. Around 25% of students have learning difficulties and/or disabilities, which is higher than average. Approximately 22% of students are from minority ethnic groups, compared with around 17% nationally, and the proportion that does not have English as their first language is also higher than the national average.

Following an Ofsted inspection in November 2007 the college was given a 'Notice to improve'. During the Spring Term of 2008 the Local Authority judged that the pace of change in raising standards was too slow. It intervened in the college by appointing an executive principal and an Interim Executive Board (IEB) to replace the governing body. The Principal continues in post.

Despite issues around the level of pupil achievement the college's popularity continues to ensure that it is oversubscribed at the start of Year 7. However there is now a trend developing where the more able students are moving out of the college during the early years of Key stage 3. The current Year 7 cohort of 173 students is from 12 Primary schools. Fullhurst has 6 main feeder schools, 2 of which are currently in Special Measures, and 2 schools have been below the 55% Key Stage 2 Level 4 target for at least 1 or more years.

Of the 858 students currently attending the college 10% have moved to Fullhurst after the start of Year 7. There is a significant influx of students, particularly into Years 9 -11, currently 73 from other Leicester schools, and 25 from outside the LA. A large number of these students have behaviour and or attendance problems. Progress in attendance, behaviour and achievement in Year 11 is a cause for concern. Staffing issues and student resistance to the high expectations now demanded by the Executive Principal and senior staff are two explanations for this challenging situation. The College has been directed by Admissions to admit 14 Year 11 students since the beginning of September. This turbulence impacts on the overall academic performance and stability of the college.

Attendance is below the National target despite significant resources being used to address this issue. 14% of Year 11 students who left the college in 2007 were identified as NEET. Behaviour and Attendance will continue to receive support from the LA, specifically in terms of operational planning and development. LCC will support Social and Emotional Aspects of Learning (SEAL) CPD

Student standards on entry are well below national averages in all year groups. In particular many students come to the College with poor levels of communication, literacy and numeracy, together with a history of poor attendance. Average KS2 scores are consistently well below the national average, e.g. Year 8 – 2.7, Year 9 1.8, Year 10 – 2.7 school / national KS2 APS difference for different year groups. Students in most cohorts are now making a greater degree of progress and achieve higher than predicted by their prior attainment (especially at Key Stage 3). Though students make better progress during KS3 than they do in KS4 and there is a stronger correlation between prior attainment and achievement, overall achievement remains below expectations.

At Key Stage 3 Level 5 results increased by 16% to 66% in English, by 6% to 58% in Matematics and by 10% to 52% in English & Mathematics. Attainment at Key Stage 4 improved by 9% 5A*-C and by 4% 5A*-C inc English and Maths. (35% and 22%). The 22% 5A*-C including English and Maths remains well below the National target of 30%.

The College has an agreed direction, a clear vision and a shared purpose, led and driven by the Executive Principal and supported by the Principal, Leadership Team and Middle Leaders. Most staff and students are clear about expected standards. The College has an increasingly clear strategy for managing and developing all staff. Organisational roles and responsibilities are now clearly defined.

At the present time there is no succession planning taking place, particularly in relationship to senior temporary and/or interim posts.

Options Appraisal

1. Fullhurst to remain the same

The evidence clearly illustrates that this is not a viable solution to the identified issues.

2. Increased intervention and support

The College currently receives a significant amount of both Financial and Practical support. Although considerable progress has been made in raising standards and addressing the issues identified by Ofsted, this level of additional resource is unsustainable.

3. Executive Headteacher

The Executive Principal supported by, the Consultant Headteacher, the School Improvement Adviser, the IEB and the Local Authority have assisted the College to focus more effectively upon the issues raised by Ofsted in November 2007. She provides clear driving leadership and this is well illustrated by her determination to ensure the Leadership Team identify and manage a small number of key priorities for improvement. This level of support is untenable and at the present time there is no succession planning taking place, particularly in relationship to senior temporary and/or interim posts.

4. Federation

A Soft federation with a local school would not bring any stability to the College and would not provide a sound basis for sustained improvement. It is unlikely that another Governing Body would wish to become part of a Hard federation with Fullhurst because of its current vulnerable position.

5. Trust

It is highly unlikely that a high achieving school would wish to establish a Trust in partnership with Fullhurst. The College would not be supported by the Schools Specialist and Academies Trust to become a Trust school in its own right because of all the issues identified in the Business Case.

6. Academy

An Academy proposal would strengthen the governance and partnership involvement leading to a step change in performance with different approaches to students' learning experiences with a clear focus on basic skills and appropriate pathways to future opportunities.

An Academy based at Fullhurst would provide a central community resource which could become the hub for regeneration within the local area. It would create the opportunity to work closely with all sectors within education thus ensuring a smooth transition between the different stages, which would be particularly important in tackling the high number of NEET students. An Academy proposal could lead to the development of a highly effective partnership with a wide circle of key support services working together to provide a high quality community service.

An Academy solution should be fully explored with potential sponsors, including the possibility of a collaborative Academy with Riverside Business and Enterprise College.

7. Closure

Student number predictions indicate that there is a need to maintain a 900 place provision on the Fullhurst site. The College has just undergone a £12 million refurbishment as part of the BSF programme.

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1. General Information

Fullhurst Community College serves an area of Leicester City with high levels of social and economic deprivation. 29% of students are in the most deprived 5% and 54% are in the most deprived 10% of IMD scores nationally. Over 25% of students are eligible for free school meals, which is well above the national average. Around 25% of students have learning difficulties and/or disabilities, which is higher than average. Approximately 22% of students are from minority ethnic groups, compared with around 17% nationally, and the proportion that does not have English as their first language is also higher than the national average.

Of the 858 students currently attending the college 10% have moved to Fullhurst after the start of Year 7. There is a significant influx of students, particularly into Years 9 -11, currently 73 from other Leicester schools, and 25 from outside the LA. A large number of these students have behaviour and or attendance problems. Progress in attendance, behaviour and achievement in Year 11 is a cause for concern. Staffing issues and student resistance to the high expectations now demanded by the Executive Principal and most of the senior staff are two explanations for this serious situation. The College has been directed by Admissions to admit 14 Year 11 students since the beginning of September. This turbulence impacts on the overall academic performance and stability of the College.

Following a Section 5 Ofsted inspection in November 2007, Fullhurst Community College was given a 'Notice to improve'. The College was asked to:

- urgently address the need to improve the progress made by students, particularly in Key Stage 4;
- make better use of assessment information to plan lessons that meet the individual needs of all students;
- make more effective use of challenging targets to raise standards; and
- share the good practice evident in some parts of the College to promote improvements in the quality of teaching and learning, self-evaluation and subject leadership.

During the Spring Term of 2008 the Local Authority judged that the pace of change in raising standards was too slow. It intervened by appointing an Executive Principal and an Interim Executive Board (IEB) to replace the governing body. The Principal continues in post.

Ofsted carried out a monitoring visit in June 2008 and judged the College to be making satisfactory progress. The substantive principal, Executive Principal, the Local Authority, Associate Headteacher and the school improvement partner have assisted the College to focus more effectively upon the issues raised by Ofsted in 2007.

Student standards on entry are well below national averages in all year groups. In particular many students come to the College with poor levels of communication, literacy and numeracy, together with a history of poor attendance. Average KS2 scores are consistently well below the national average, e.g. Year 8 – 2.7, Year 9 1.8, Year 10 – 2.7 school / national KS2 APS difference for different year groups. Students in most cohorts are now making a greater degree of progress and achieve higher than predicted by their prior attainment (especially at Key Stage 3). Though students make better progress during KS3 than they do in KS4 and there is a stronger correlation between prior attainment and achievement, overall achievement remains below expectations.

Progress in attendance, behaviour and achievement in Year 11 is a cause for concern.

Staffing issues (eg.Illness) and student resistance to the high expectations now (rightly) demanded by the Executive Principal and most of the senior staff are two explanations for this challenging situation. The LA and National Strategies are exploring ways in which they can offer extra support.

The College has an agreed direction, a clear vision and a shared purpose, led and driven by the Executive Principal and supported by the Principal, Leadership Team and Middle Leaders. Most staff and students are clear about expected standards. The College has an increasingly clear strategy for managing and developing all staff. Organisational roles and responsibilities are now clearly defined. At the present time there is no succession planning taking place, particularly in relationship to senior temporary and/or interim posts.

The Executive Principal provides clear driving leadership and this is well illustrated by her determination to ensure the Leadership Team identify and manage a small number of key priorities for improvement. Led by the Executive Principal and most of her senior colleagues the College now sees its main task as improving learning for all students.

Fullhurst is in phase one of the Building Schools for the Future (BSF) programme. The project has made, and continues to make, great demands on the senior leadership of the College. The Principal is leading the BSF programme at the College, which is proving to be almost a full-time role.

Figure 1.1: Basic Characteristics of the College

	2006	2007	2008	20th percentile	40th percentile	60th percentile	80th percentile	
Number on roll								
School	922	899	880					
National	983	982	973	34	656	863	1,043	1,291	2,617
% girls								
School	49.3	51.1	53.1					
National	49.6	49.6	49.6	0.0	46.1	48.2	49.5	51.3	100.0
% of pupils known to be eligible for free school meals (FSM)								
School	27.1	24.8	24.4					
National	13.1	13.4	14.2	0.0	4.8	8.3	13.3	23.3	74.8
% of pupils from minority ethnic groups								
School	22.0	22.1	23.0					
National	17.0	18.0	19.5	0.0	3.3	5.7	11.4	30.0	100.0
% of pupils first language not / believed not to be English								
School	13.2	13.7	12.8					
National	9.6	10.5	10.6	0.0	0.9	1.9	4.5	14.0	99.6
% of pupils with a statement of SEN								
School	4.4	4.0	3.9					
National	2.2	2.1	2.1	0.0	1.0	1.6	2.2	3.1	22.0
% of pupils with SEN (including statements)								
School	24.7	23.6	24.3					
National	17.6	18.5	19.9	0.0	12.2	1.9	21.6	28.7	79.2
% stability								
School	92.5	93.1	92.5					
National	91.1	91.2	90.7	2.6	87.8	91.4	93.5	95.6	100.0
School deprivation indicator								
School	0.42	0.43	0.45					
National	0.21	0.21	0.21	0.04	0.12	0.16	0.23	0.33	0.70

Figure 1.2: Data Summary Table

Fullhurst Community College

DCSF No: 4274

Context:

5 Year Forecast						Current Context						Attendance	Exclusions		
Number on Roll	2008/ 2009	2009/ 2010	2010/ 2011	20 11/ 2012	2012/ 2013	% SEN	%EAL	% BME	%FSM	% IMD 30	%IMD 5	2007	Unauth Absence	Fixed term	Permanent
880	900	900	900	900	900	24.3%	12.8%	22.4%	24.4%	73.8%	29.2%	90.0%	3.9%	11.9%	0.8%

Governance	Ofsted	Extended Schools Uptake	Parental Pref Transfer Appeals	Parental Pref Mid-Year appeals	Post 16	NEET	L2 Qualifications	L3 Qualifications
Community	Notice to Improve	Full core offer: Yes Childcare: Not applicab	5	20	2005		61.3	38.7
					2006		54.5	33.1
					2007	14.0%	66.9	31.4

Key Stage 3

	English and Mathematics L5+	English L5+	Mathematics L5+	Science L5+	CVA KS2 to KS3	2 Levels Progress English	2 Levels Progress Mathematics	2 Levels Progress Science
2005	49.0%	57.0%	62.0%	50.0%		30.5%	34.5%	2.3%
2006	41.0%	47.0%	54.0%	44.0%		22.7%	34.6%	12.2%
2007	42.0%	50.0%	53.0%	50.0%	99.933	11.4%	35.2%	19.2%

Key Stage 4

	5 A*-C	5 A*-C inc Eng+ Mat	1 A*-G	% achieving 2 good science inc BTECs /OCRs 2007	CVA KS2 to KS4	CVA KS3 to KS4	2 Levels Progress English	2 Levels Progress Mathematics
2005	27.0%	19.0%	84.0%				23.7%	15.3%
2006	29.0%	20.0%	91.0%				19.2%	18.1%
2007	26.4%	18.5%	91.6%	24.7%	948.927	962.54	27.5%	14.0%

FFT Type D Estimates

2008	57.5%	66.9%	69.0%	62.0%		30.6%	49.0%	40.9%	28.2%	31.4%	52.5%	22.7%		
2009	50.3%	65.5%	61.3%	54.9%		26.8%	44.1%	40.6%	26.4%	31.8%	52.4%	22.6%		
2010	54.3%	65.3%	68.0%	60.8%		28.2%	48.8%	45.3%	32.4%					
2011								38.0%	23.8%					

Year Group	NOR 2008	PAN	Non-standard Leavers 06/07	Non-Standard Starters 06/07	Turbulence 06/07
Year 7	177	180	13	5	10
Year 8	176		12	3	8.5
Year 9	179		19	17	20.2
Year 10	176		6	4	5.6
Year 11	170		4	3	3.9
Year 12	2				
Year 13					

Leadership Judgement:

Satisfactory with Executive Head in post

National Challenge School Group

2238 Imperial Avenue Infant School
2297 Folville Junior School
4274 Fullhurst Community College

2. Census Information

The table below shows some key indicators for the 10 wards that contribute the greatest proportion of the College's students for whom student data has been matched to their home postcodes. The College is located in the Braunstone Park and Rowley Fields ward.

This data is plotted in full overleaf on Figure 2.3.

Figure 2.1: Key Indicators by Ward

	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Over-crowded households
Braunstone Park and Rowley Fields	64.8	10.7	9.0	17.0	12.4
Western Park	11.9	27.6	22.3	29.6	6.0
Westcotes	10.2	28.8	20.1	47.4	13.9
New Parks	5.2	6.9	7.4	13.3	9.9
Fosse	1.7	15.8	13.5	23.0	8.4
Castle	1.0	34.2	26.1	39.2	10.6
Ravenhurst and Fosse	0.9	12.2	13.6	28.6	10.9
Spinney Hills	0.6	11.4	8.9	90.9	30.3
Winstanley	0.6	19.0	24.1	12.3	7.7
Freemen	0.5	16.3	11.9	17.2	12.5
England		19.2	20.1	23.5	14.6

Coverage: 100%

The table below shows some key indicators broken down by National Curriculum year group. This table includes all student listed in the School Census from January 2008, and therefore values presented below may differ from published figures. "Looked after children" shows the number of children who have been in care for any period during the time they have been at the College, broken down by National Curriculum year group.

Figure 2.2: Key Indicators by Year Group

NC Year Group	Number on Roll	% Boy/Girl	% Free School Meals	% Minority Ethnic Group	% 1st language not English	% Special Education Needs	Looked after Children
Year 7	177	48.0 / 52.0	29.9	24.9	14.1	23.2	0
Year 8	176	42.6 / 57.4	31.3	22.7	11.4	28.4	0
Year 9	180	49.4 / 50.6	18.3	23.3	12.2	23.3	1
Year 10	175	45.1 / 54.9	25.7	29.7	19.4	23.4	1
Year 11	172	49.4 / 50.6	16.3	14.0	7.0	23.3	1

Figure 2.3: Plotted addresses for registered students

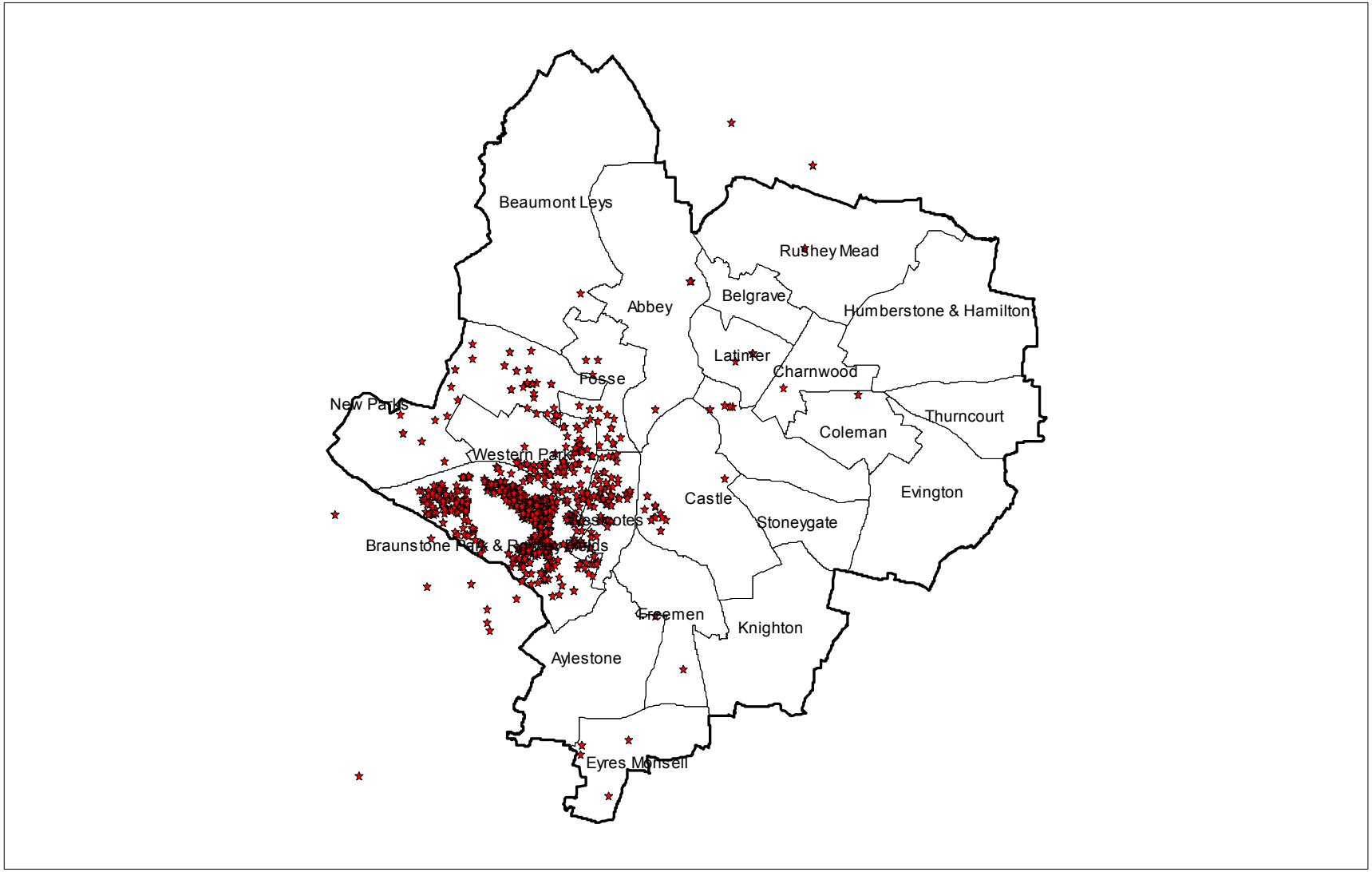

Figure 2.4: Ethnic Groupl

The table below shows some key data regarding the ethnic composition of the College. The information is derived from the ethnic categories the College used to complete the School Census in January 2008. Please note that figures are rounded and may not add up to 100%.

Ethnic group	School %	National %
White - British	76.4	75.9
White - Irish	0.3	0.3
White - Traveller of Irish heritage	0.0	0.1
White - Romany or Gypsy	0.1	0.1
White - any other White background	2.2	3.4
Mixed - White & Black Caribbean	3.4	1.2
Mixed - White & Black African	0.6	0.4
Mixed - White & Asian	1.5	0.7
Mixed - any other mixed background	0.8	1.3
Asian or Asian British - Indian	7.7	2.5
Asian or Asian British - Pakistani	0.3	3.3
Asian or Asian British - Bangladeshi	0.0	1.3
Asian or Asian British - any other Asian background	1.1	1.2
Black or Black British - Caribbean	0.3	1.4
Black or Black British - African	3.6	2.6
Black or Black British - any other Black background	0.5	0.5
Chinese	0.0	0.4
Any other ethnic group	0.5	1.2
Parent/pupil preferred not to say	0.7	0.7
Ethnicity not known	0.0	1.6

Figure 2.5: % of pupils in IMD Ranks

The concept of Multiple Deprivation is based upon distinct dimensions of deprivation which can be recognised and measured separately. These are experienced by individuals living in an area. People may be counted in one or more domains, depending on the number of types of deprivation that they experience.

The Domains cover Income, Employment, Health & Disability, Education, Skills & Training, Barriers to Housing & Services, Crime and The Living Environment.

Year Group	Gender	Cohort	No. in bottom 5%	% in bottom 5%	No. in bottom 10%	% in bottom 10%	No. in bottom 30%	% in bottom 30
7	F	102	30	29.4%	58	56.9%	86	84.3%
7	M	75	18	24.0%	35	46.7%	53	70.7%
7	all	177	48	27.1%	93	52.5%	139	78.5%
8	F	87	26	29.9%	57	65.5%	69	79.3%
8	M	78	29	37.2%	46	59.0%	61	78.2%
8	all	165	55	33.3%	103	62.4%	130	78.8%
9	F	99	27	27.3%	52	52.5%	77	77.8%
9	M	72	26	36.1%	45	62.5%	57	79.2%
9	all	171	53	31.0%	97	56.7%	134	78.4%
10	F	92	25	27.2%	41	44.6%	66	71.7%
10	M	88	26	29.5%	47	53.4%	62	70.5%
10	all	180	51	28.3%	88	48.9%	128	71.1%
11	F	97	29	29.9%	53	54.6%	74	76.3%
11	M	77	16	20.8%	31	40.3%	56	72.7%
11	all	174	45	25.9%	84	48.3%	130	74.7%
Overall	**F**	**477**	**137**	**28.7%**	**261**	**54.7%**	**372**	**78.0%**
	M	**390**	**115**	**29.5%**	**204**	**52.3%**	**289**	**74.1%**
	all	**867**	**252**	**29.1%**	**465**	**53.6%**	**661**	**76.2%**

Figure 2.6: Average IMD Score

For average IMD the IMD score for each student based on their current address is calculated.

- An IMD score that is greater than 26.7 is in the most deprived 30% of IMD scores nationally.
- An IMD score that is greater than 45.6 is in the most deprived 10% of IMD scores nationally.
- An IMD score that is greater than 54.0 is in the most deprived 5% of IMD scores nationally.

	Average IMD score		
Year Group	**Female**	**Male**	**All students**
7	44.9	41.1	43.3
8	45.7	45.3	45.5
9	42.6	46.8	44.4
10	40.8	41.3	41.0
11	43.3	41.1	42.4
IMD for all Years	**43.5**	**43.0**	**43.3**

3. CVA – Prior Attainment

This and other research studies have all shown that prior attainment is the most important predictor of a student's performance at each stage, and that deprived students achieve less well at each stage than their more affluent peers. Early "Value-Added" measures allowed for prior attainment by measuring the extent to which students made more or less progress from one stage to the next, compared with their peers who started from the same point.

It is clear that children from more deprived backgrounds on average make less progress at each stage of their education than those from more affluent homes, even allowing for their attainment at the end of the previous stage.

Figure 3.1: Key Stage 3 - % of pupils making progress from each KS2 Level to each KS3 level

Report Ref KS3S6 (September 2008)

KS3 English against KS2 English

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	53.8	7.7		7.7	15.4					15.4				
N	57.1			14.3	28.6									
2	50			50										
3	6.2	4.2		4.2	43.7	33.3	4.2			4.2				
4					5.4	44.6	43.2	2.7		2.7				1.4
5						2.9	44.1	50		2.9				
no KS Result	50									50				
Total	8.9	1.7		2.8	16.1	27.8	27.2	10.6		4.4				0.6
Making 1 Level			40.1	Making 2 Levels		44.8								

KS3 Mathematics against KS2 Mathematics

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	40	20		40										
N	8.3	25		58.3	8.3									
2					100									
3		2	2	25.5	49	13.7				5.9				2
4				2.8	8.3	37.5	41.7	5.6		4.2				
5					2.7	5.4	32.4	45.9	13.5					
no KS Result		50	50											
Total	1.7	3.3	1.1	13.3	18.9	20	23.3	11.7	2.8	3.3				0.6
Making 1 Level			40.1	Making 2 Levels		40.4								

KS3 Science against KS2 Science

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B		100												
N		16.7		66.7	16.7									
2		50		50										
3		10.3	3.4	37.9	41.4					6.9				
4			1.2	8.4	42.2	27.7	14.5	1.2		3.6			1.2	
5		1.8			3.6	29.1	41.8	21.8		1.8				
A				100										
no KS Result		100												
Total		5.6	1.1	13.3	27.8	21.7	19.4	7.2		3.3			0.6	
Making 1 Level			35.6	Making 2 Levels		15.2								

KS3 Reading against KS2 Reading

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	53.8	23.1			7.7					15.4				
N	45.5	27.3				27.3								
3	7.1	17.9			39.3	28.6	3.6			3.6				
4	1.6	6.3			11.1	46	25.4	6.3		1.6				1.6
5						7.9	27	63.5		1.6				
no KS Result	50									50				
Total	8.9	8.3			10.6	25	18.9	24.4		3.3				0.6
Making 1 Level			32.2		Making 2 Levels		45.9							

KS3 Writing against KS2 Writing

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	53.8	30.8			7.7					7.7				
N	30.8	15.4			38.5	15.4								
3	6.2	1.6			20.3	65.6	3.1			1.6				1.6
4		1.6			3.3	47.5	36.1	6.6		4.9				
5						18.5	44.4	37						
no KS Result	50									50				
Total	8.9	4.4			11.7	43.3	20	7.8		3.3				0.6
Making 1 Level			30.5		Making 2 Levels		55							

KS3 English against KS2 Reading

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	53.8	7.7		7.7	15.4					15.4				
N	45.5			9.1	36.4	9.1								
3	7.1	3.6		10.7	42.9	28.6	3.6			3.6				
4	1.6	1.6			17.5	54	22.2			1.6				1.6
5						11.1	54	30.2		4.8				
no KS Result	50									50				
Total	8.9	1.7		2.8	16.1	27.8	27.2	10.6		4.4				0.6
Making 1 Level			45.8		Making 2 Levels		30.2							

KS3 English against KS2 Writing

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	53.8	7.7		7.7	15.4					15.4				
N	30.8			30.8	30.8	7.7								
3	6.2	3.1			32.8	42.2	10.9			3.1				1.6
4					3.3	34.4	47.5	9.8		4.9				
5						3.7	48.1	48.1						
no KS Result	50									50				
Total	8.9	1.7		2.8	16.1	27.8	27.2	10.6		4.4				0.6
Making 1 Level			33.3		Making 2 Levels		55.6							

Figure 3.2: Key Stage 3 Reporting - % of children achieving national thresholds in English, reading, writing, mathematics, science, English and mathematics + APS - 5 year trend

Report Ref KS3S3 (September 2008)

	2004			2005			2006			2007			2008		
	Sch	LA	Nat	Sch	LA	Nat	Sch	LA	Nat	Sch	LA	Nat	Sch	LA	Nat
Percentage of Pupils at Level 3 and below															
English	7	15		12	14		23	15		20	15	3	13	15	
Reading	19	24		23	19		34	23		42	22		17	22	
Writing	7	13		7	13		15	13		16	13		13	13	
Mathematics	19	15		14	13		11	12		26	13	6	20	13	
Science	20	14		18	14		24	14		21	11	5	20	11	
Percentage of Pupils at Level 4															
English	10	16		20	15		22	18		26	15	16	16	15	
Reading	16	17		16	17		17	18		19	15		11	15	
Writing	1	14		24	15		27	17		11	14		12	14	
Mathematics	18	18		16	18		28	17		14	15	14	19	15	
Science	22	26		24	23		26	21		21	21	18	28	23	
Percentage of Pupils at Level 5 and above															
English	78	63	71	57	65	74	46	63	73	50	66	74	66	67	
Reading	59	55		49	59		42	55		36	60		69	61	
Writing	86	68		61	67		54	66		71	70		72	71	
Mathematics	56	63	73	62	65	74	54	67	77	52	69	76	58	70	
Science	53	54	66	50	58	70	44	61	72	50	64	73	48	64	
English & Mathematics	54	55		49	56		40	57		42	59	71	52	61	
Percentage of Pupils at Level 6 and above															
English	28	27	34	22	25	35	19	25	35	10	23	32	38	25	
Reading	25	22		23	23		21	20		7	21		44	22	
Writing	50	34		23	28		18	31		16	27		28	30	
Mathematics	33	41	52	29	42	53	30	47	57	30	47	56	38	50	
Science	17	24	34	10	25	37	21	30	41	23	31	41	27	33	
English & Mathematics	21	23		13	21		15	22		10	21		31	23	
Percentage of Pupils at Level 7 and above															
English	5	7		6	4		7	6		1	3	8	11	4	
Reading	3	7		7	4		8	5		1	5		25	5	
Writing	9	10		6	7		7	10		2	5		8	8	
Mathematics	9	16		8	17		11	21		13	21	22	15	23	
Science	3	6		1	5		8	10		9	11	15	7	10	
English & Mathematics	2	5		3	3		4	5		1	3		7	3	
Average Point Score															
English	31.30	29.60		27.80	29.40	33.8	27.00	29.60	33.7	27.40	29.90	33.5	31.10	28.30	
Reading	28.40	27.90		26.00	28.20		25.20	27.80		23.70	28.60		32.10	27.10	
Writing	33.40	30.80		29.50	30.00		28.80	30.60		29.30	30.60		30.80	29.30	
Mathematics	29.60	31.90		29.80	32.20	36	30.10	33.20	37.1	28.90	33.60	36.8	31.20	32.70	
Science	28.30	29.50		27.00	29.90	33.6	27.70	30.80	34.3	28.30	31.40	34.3	29.30	31.60	
All Core Subjects	29.75	30.33		28.20	30.49		28.27	31.21		28.17	31.64		30.51	30.89	

	2004		2005		2006		2007		2008	
	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
Cohort Size	175	3573	178	3582	183	3416	173	3505	180	3669

Figure 3.3: Key Stage 4 data for 2008

	Category 2008 Yr 11			5+ A* - C (E + M)			5+ A* - C Overall		
School Name	**Ofsted**	**LA Category**	**Cohort**	**2007%**	**2008%**	**Trend**	**2007%**	**2008%**	**Trend**
Fullhurst CC	4	4	172	18	22	↑	26	35	↑

	2005		2006		2007		2008	
	Target %	**Actual %**	**Target %**	**Actual %**	**Target %**	**Actual %**	**Target %**	**Actual %**
GCSE 5 A*-C	37	27	40	29	36	26	35	35
GCSE 5 A*-C incl EN/MA	-	19	-	20	25	18	32	22
GCSE 5A*-G	88	67	0	66	80	76	89	-
GCSE APS (uncapped)	31.0	25.2	300.0	221.4	296.0	217.3	240.0	-

	2004			2005			2006			2007		
	School	LEA	Nat.	School	LEA	Nat.	School	LEA	Nat.	School	LEA	Nat.
KS4 cohort:	***184***			***178***			***182***			***181***		
Percentage of Pupils Achieving:												
5+ A* - C	38	44	54	27	47	57	29	49	57	26	51	59
5+ A* - C inc E&M	24	27	43	19	32	45	20	34	44	18	37	45
5+ A* - G	78	86	89	67	85	90	66	86	90	76	86	91
5+ A* - G inc E&M	72	82	87	60	82	88	64	82	88	75	83	89
1+ A* - G	90	94	96	84	94	97	90	9	98	91	95	99

	2004			2005			2006			2007		
	School	LEA	Nat.	School	LEA	Nat.	School	LEA	Nat.	School	LEA	Nat.
KS4 cohort:	***184***			***178***			***182***			***181***		
Average Points Scores:												
APS uncapped	262.4	307.8	340.4	220.6	314.3	355.2	221.4	325.0	358.8	217.3	337.1	371.2
APS capped	226.2	255.6	283.1	196.5	260.6	291.8	196.1	266.3	289.9	205.0	268.1	296.6

	2005			2006			2007		
	School	LEA	Nat.	School	LEA	Nat.	School	LEA	Nat.
KS4 cohort:	***178***			***182***			***181***		
Value Added Measures:									
KS2-4 Value Added Measure	929.4	977.8	984 - 1014	943.5		984 - 1014	942.3	-	
KS2-4 CVA Measure	960.5	-	-	961.0	991.0	0.0	948.9		
KS3-4 Value Added Measure	949.2	990.5	982 - 1009	949.2	990.5	982 - 1009	962.5	-	

4. Turbulence

The Raise Online was collected from the school census date in January 2008 and shows low levels of stability compared to schools nationally. The 'quintile graph' is divided into five intervals, each containing approximately 20% of schools nationally.

Figure 4.1: Raise Online data for % Stability

	2006	2007	2008
% stability			
School	92.5	93.1	92.5
National	91.1	91.2	90.7

Figure 4.2: Primary and Secondary student transfers during 2007-2008

There were a total of 769 primary to secondary transfers and 89 other trasfers in 2007-2008: out of 858 students, 89 joined the College after the beginning of year 7.

Pupils	Schools	
763	23	City primary schools
37	5	other sources of education
39	7	City secondary schools
6	3	County Primary school
10	4	County Secondary schools
3	1	City Special School
		City PRU

Previous School	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Avenue Junior School					2	**2**
Avenue Primary School	1					**1**
Braunstone Community Primary School	17	8				**25**
Crescent Junior School			12	10	6	**28**
Braunstone Frith Junior School		1	3	1	1	**6**
Buswells Lodge Primary School				1		**1**
Caldecote Community Primary School	19	24	20	14	16	**93**
Catherine Junior School	1					**1**
Dovelands Primary School	14	15	19	15	11	**74**
Folville Junior School	48	45	41	56	47	**237**
Fosse Primary School					1	**1**
Hazel Community Primary School	2	1	5	2	7	**17**
Highfields Primary School				1		**1**
Inglehurst Junior School	2	1	1	1	1	**6**
Knighton Fields Primary School			1			**1**
Mowmacre Hill Primary School					1	**1**
Parks Primary School		3			2	**5**
Queensmead Community Primary School	30	32	25	30		**117**
Queensmead Junior School				2	18	**20**
Sacred Heart Catholic Primary School	1					**1**
Shaftesbury Junior School	30	23	17	28	18	**116**

St Patrick's Catholic Primary School			1		1	**2**
Stokes Wood Primary School				1	1	**2**
Rushey Mead Primary School				1		**1**
Taylor Road Primary School				2	1	**3**
Woodstock Primary School			1			**1**
A&T Awaiting Placement	1	2	7	3	12	**25**
A&T Confirmed at non-LCC LEA School					1	**1**
A&T Referred to EWS				1		**1**
EMS** - CNRE Referred to EWS		1				**1**
EMS** - Confirmed at non-LCC LEA School	7		1		1	**9**
English Martyrs Catholic School			1			**1**
Hamilton Community College			1			**1**
New College Leicester		2	4	2	5	**13**
Riverside Business and Enterprise College		1	6	1	10	**18**
Sir Jonathan North Community College					1	**1**
The City of Leicester College				1		**1**
The Lancaster School		1	2	1		**4**
Barwell CE Junior School				1		**1**
Kingsway Primary School		3			1	**4**
The Hall School, Glenfield				1		**1**
Birstall Longslade Community College					1	**1**
Bosworth Community College					2	**2**
Roundhill Community College		1	1			**2**
Winstanley Community College			1	2	2	**5**
Children's Hospital School			1	1	1	**3**
Grand Total	**173**	**164**	**171**	**179**	**171**	**858**

5. Student Numbers

Figure 5.1: Student admissions allocation prior to appeals

	PAN	LAC	CPR	PA	SIB	SEN	LINK	REL	DIST	TOTAL
2008	180	2	2	86	6	2	25	0	9	**180**
2007	180	1	2	44	25	8	62	0	38	**180**
2006	180	0	0	61	29	1	79	0	10	**180**
2005	180	2	0	68	55	4	51	0	0	**180**

KEY

LAC	Students in the care of the Local Authority (previously known as Looked After Children)
CPR	Students who are on the Child Protection Register and need to attend an alternative school to avoid the abuser
PA	Students who live in the Priority Area (former catchment area) of the school
SIB	Students with a sibling (brother or sister) attending the same school in KS3 at time of entry
SEN	Students with a statement of Special Educational Needs
LINK	Students living in the area of a closed school whose parents named one of the link schools to that area
REL	Students whose parents are basing their application on religious convictions
DIST	P Students pils who love nearest the school, measured in a straight line

Figure 5.2: Primary transfers in September 2008 showing % Key Stage 2 English & Maths Level 4

Primary School	**No.**	**2003**	**2004**	**2005**	**2006**	**2007**	**2008**
Braunstone Frith Primary School **(Special Measures)**	17	22%	43%	41%	48%	34%	68%
Caldecote Community Primary School	22	39%	49%	41%	56%	48%	61%
Dovelands Primary School	14	63%	78%	71%	73%	72%	87%
Folville Junior School	49	52%	62%	56%	51%	65%	72%
Queensmead Community Primary School **(Special Measures)**	31				27%	21%	37%
Shaftesbury Junior School	29	45%	53%	61%	46%	59%	63%
Other (incl. County schools)	11						
Total Number of Pupils	**173**						

Key: *1 or more years below 55%*

Last 3 years below 55%

Figure 5.3: Student Projections (to be verified)

	SBC Capacity 2010/2011	Current Forecasts 2015/2016	Proposed SFC Capacity	Variance between SBC & Proposed Capacities	Potential to Expand
Fullhurst	900	1055	900	**-**	**-**
Current Forecast for Leicester	17,700	19,093	18,825		

6. National Challenge – additional support

On the 10th June 2008 the Secretary of State announced the National Challenge indicating his determination that all secondary schools should be above the floor target of 30% A* to C including Mathematics and English by 2011. At present there are 638 schools below the target, five of them in Leicester City (Babington, Fullhurst, Hamilton, New College and Riverside).

Since early June our schools in the National Challenge have conducted a review and adjustment of their School Improvement Plans. This includes a thorough needs analysis to ensure floor targets are met and consideration of how the potential additional resource available to them will be most effectively deployed to achieve sustainable improvements in standards. In meetings with the Head Teachers for the five Colleges and senior officers of the Local Authority these initial proposals were shared with the Local Authority. Subsequently the Local Authority and schools have begun to explore an increasing level of collaboration and partnership, aimed at providing an enhanced performance dividend across the City.

The Fullhurst Community College priorities identified are:

- Improve the progress made by students, particularly KS 4;
- Better use of assessment information to plan lessons that meet needs of all students, make more effective use of challenging targets to raise standards; and
- Share good practice to promote improvements in the quality of T&L, self-evaluation and subject leadership.

Support is in place for the development of a whole-school intervention team and approach and there has been strategic development of Year 7 literacy intervention programmes to complement RML and to build beyond Year 7 (Link with Functional Literacy).

In addition, there is targeted support in the following areas:

Mathematics:

- KS4 Intervention: support planning, implementation amd evaluation of Study Plus for targeted students.
- KS 3 intervention: guidance on available SNS intervention materials for targeted students.
- Implementation of new KS 3 curriculum including Functional Skills.

Science:

- Continued practical support focused on classroom learning at KS 4 (to be negotiated with Subject Leader & SLT).

ICT:

- Continued support for subject team developments (to be negotiated with Subject Leader & SLT).
- Implementation of new KS 3 curriculum and Functional Skills.

Behaviour & Attendance:

- Continued support in improving attendance.
- Support for Learning Co-ordinators in implementing pastoral developments and vertical tutor role: planning for extended project learning opportunities (assessment through PLTS); tutor skills: identifying and tracking students' needs across curriculum.