Executive Summary

Hamilton Community College is located on the east side of Leicester. Almost a third of its students are from minority ethnic groups and a high proportion of students do not have English as their first language. 30% of students have learning difficulties or disabilities, almost twice the national average. Many students are from socio-economically disadvantaged backgrounds and 25% are eligible for free college meals. A significant number of students join the college at different stages in all year groups.

The College's student numbers have reduced in recent years and are now below the Planned Admission Number (PAN) of 240. The 166 current Year 7 students have transferred from 15 Primary schools. The College has 8 main feeder schools, 2 of which have been below the 55% Key Stage 2 Level 4 target for at the last 3 years and 4 have been below the target for 1 or more years..

Of the 926 students currently attending the College, 20% have moved there after the start of Year 7. There is a significant influx of students particularly into Years 9-11, currently 40 from other Leicester schools, and 82 from outside the LA. This turbulence impacts on the overall academic performance of the students at the College.

The College serves an area of high levels of social and economic deprivation. 9% of students are in the most deprived 5% and 27% 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 as is the 25% of students identified with Special Educational Needs.

Although attendance is below the National target, there has been significant improvement over the last 3 years, achieveing 92% attendance in the last academic year. Earlu indicators suggest that this will be met or exceeded in the current academic year. 11% 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

At Key Stage 3 all core subjects hit the floor targets. There was a 12% increase in the 2007 performance at Level 5 in Mathematics (68%), 7% in Science (58%) and a 2% in increase in English. Key Stage 4 results were above target and continued the upward trajectory shown in previous years. Results for 5A*-C improved from 34% in 2006, 46% in 2007 to 56% in 2008, and results for %5A*-C including English and Mathematics improved from 19% in 2006, 23% in 2007 to 32% in 2008. Key Stage 3-4 Contextual Value Added (CVA) increased from 1012 in 2007 to 1016 in 2008, placing the College in the top 20% of schools nationally.

Self-evaluation, external monitoring and evaluation indicate that the improvement has been brought about through a combination of factors. Some have been delivered through 'targeted strategies'; programmes and activities aimed at identified students or specific student groups. Some of these have been through the introduction and development of 'universal' strategies, aimed at impacting upon all students in the College.

The current Principal provides clear direction to the work of the College and is well supported in this by his senior leadership team. The middle leadership team has many emerging strengths. The Governing Body has a clear picture of the College's strengths and weaknesses and is increasingly acting as a critical friend to the college's leadership.

Options Appraisal

1. Hamilton to remain the same

The evidence clearly illustrates sustained improved performance over a three year period. The continuing support from the Local Authority will underpin this upward trajectory. Numerous development opportunities are available, which would enable the College to provide a central community resource and become the hub for regeneration within the local area. Hamilton is currently the only full service Extended School in the city, providing excellent support for the community.

2. Increased intervention and support

The College currently receives both Financial and Practical support, which needs to remain in place in order to continue the significant progress already made. Additional support through the National Challenge programme will further enhance these developments.

3. Executive Headteacher

The current Principal provides clear direction to the work of the College and is well-supported in this by his senior leadership team. The middle leadership team has many emerging strengths. The Governing Body has a clear picture of the college's strengths and weaknesses and is increasingly acting as a critical friend to the College's leadership.

4. Federation

A Soft or Hard federation with a local school would not bring any additionality to the work already being carried out within the college

5. Trust

The College is making significant progress at present and would not necessarily benefit from a change in Governance at this time.

6. Academy

An Academy at this time would not bring any significant benefit and such a proposal would be detrimental to the improvements already being made.

7. Closure

Student number predictions indicate that there will be sufficient numbers to fill a 1200 place College on the current Hamilton Community College site.

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1. General Information

Hamilton Community College is located on the east side of Leicester. Almost a third of its students are from minority ethnic groups and a high proportion of students do not have English as their first language. 30% of students have learning difficulties or disabilities, almost twice the national average. Many students are from socio-economically disadvantaged backgrounds and 25% are eligible for free college meals. A significant number of students join the college at different stages in all year groups from across the city and from further afield.

The College has had specialist technology status since 2002 and also provides full extended college services to the local community.

Hamilton Community College serves its young people in a context of continuing challenging circumstances. The leadership and management of the Principal, other senior staff and the governing body has ensured that, in demanding times, morale has remained high, that the majority of students engage positively with learning, that staff respond with commitment and that the college runs calmly and with purpose. Leadership and management has many good features. The Principal provides clear direction to the work of the College and is well-supported in this by his senior leadership team. He has developed middle managers into a committed team that shares his vision for and understanding of the College's further development. The middle leadership team has many emerging strengths. The governing body has a clear picture of the college's strengths and weaknesses and is increasingly acting as a critical friend to the college's leadership.

Ofsted identified the following Action Points following the inspection on 25-26 April 2007.

- Focus on raising standards in English and particularly in mathematics.
- Further raise the quality of teaching by ensuring that lessons have greater variety and target the specific needs of individual students, and that feedback from assessment is used consistently well to help students improve their work.
- Further reduce absence levels and improve punctuality, in partnership with parents, carers and students.

Standards of attainment and achievement are on an upward trajectory. The key threshold and progress measures have improved at both key stages over the past three years and most statutory targets have been met. Self-evaluation, external monitoring and evaluation indicate that the improvement has been brought about through a combination of factors. Some have been delivered through 'targeted strategies'; programmes and activities aimed at identified students or specific pustudentpil groups. Some of these have been through the introduction and development of 'universal' strategies; aimed at impacting upon all students in the College.

The College's Raising Achievement Plan (RAP) is directed at ensuring that the systems and processes will sustain improvements in raising the attainment of all students each year, as well as ensuring that those students who have been underachieving make accelerated progress. The 3 key imperatives within the plan are:

- To support disadvantaged, vulnerable students who are in danger of not achieving 5+ A*-C, including English and Maths, by creating KS4 subject-specific intervention teams and enhance the allocation of targeted student-caseloads for key staff.

- To develop the leadership and management of the intervention programme.

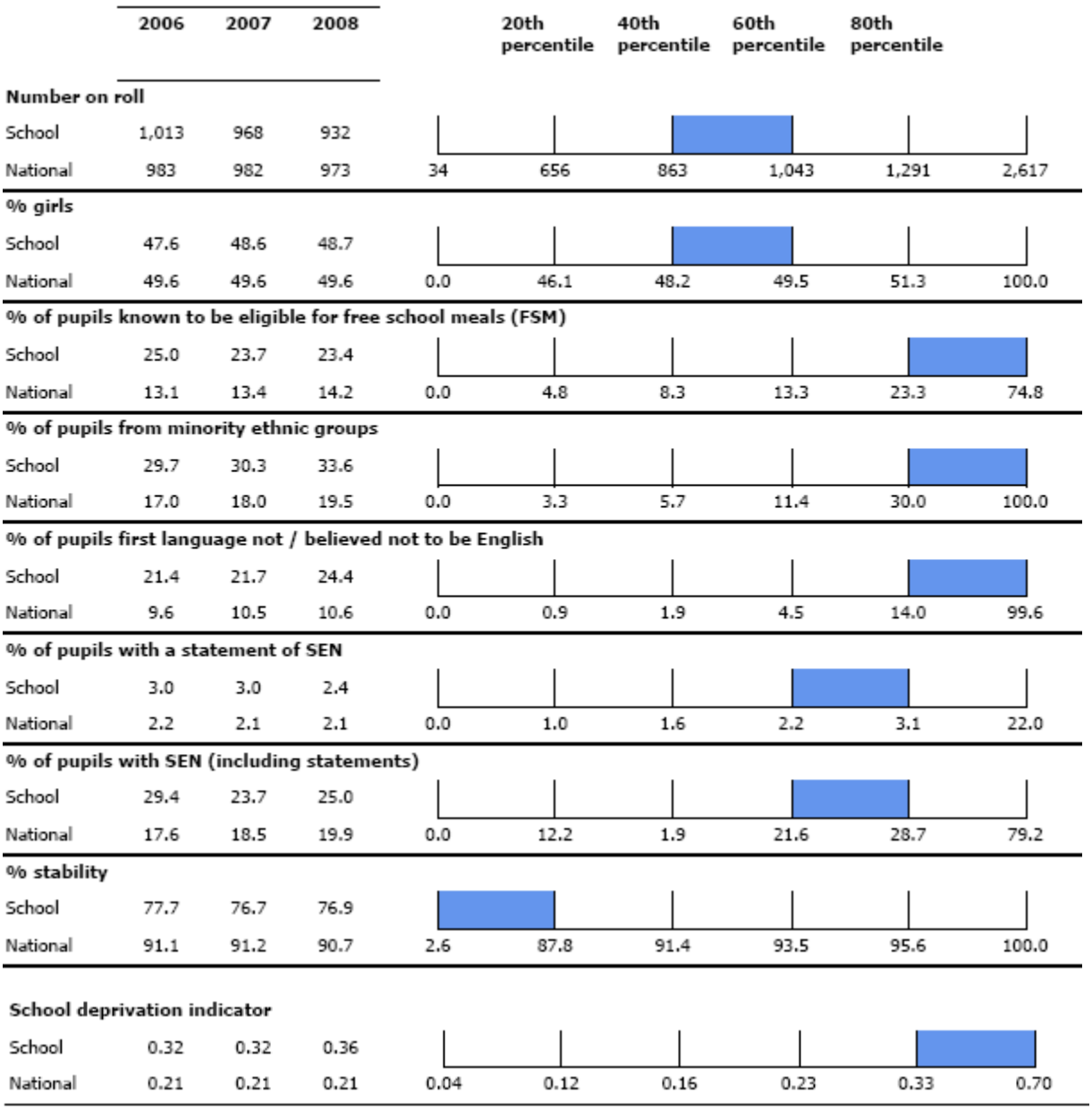
- To target and support 'hard-to-reach' students with low aspirations and attendance concerns who have the potential to achieve at the Level 2 threshold. This will include earlier intervention and support for students who have a fractured and turbulent experience of education, including late arrivals, SEN, EAL and 'at-risk' pupils.

Many aspects of care, guidance and support are strengths and lead to a range of positive outcomes in the personal development and well-being of students. Learners and their parents are listened to, and responded to in a measured way. Students generally behave well, though the College is aware of the continued need to improve the attendance and punctuality of some.

Barriers to Learning

- Delayed student literacy skills. 70% of the current Year 7 has a reading age below their chronological age.
- Engagement with some partners is not as advanced as the college would wish, such as CAMHS, Youth Service, EMAG and SNTS.
- High levels of in-year turbulence: Current turbulence is running at 17%. In 2007-2008 the College admitted over 100 mid-year entrants. Many of these students have EAL, a significant number have low levels of prior attainment and often have associated behavioural and social difficulties.
- Existing admission arrangements within the Local Authority exacerbate the above problem, particularly the high number of in-year requests for admission into Year 10 and Year 11. Since the start of September the College has admitted 11 Year 10 students and 48 students across the remaining Year groups.

Figure 1.1: Basic Characteristics of the College

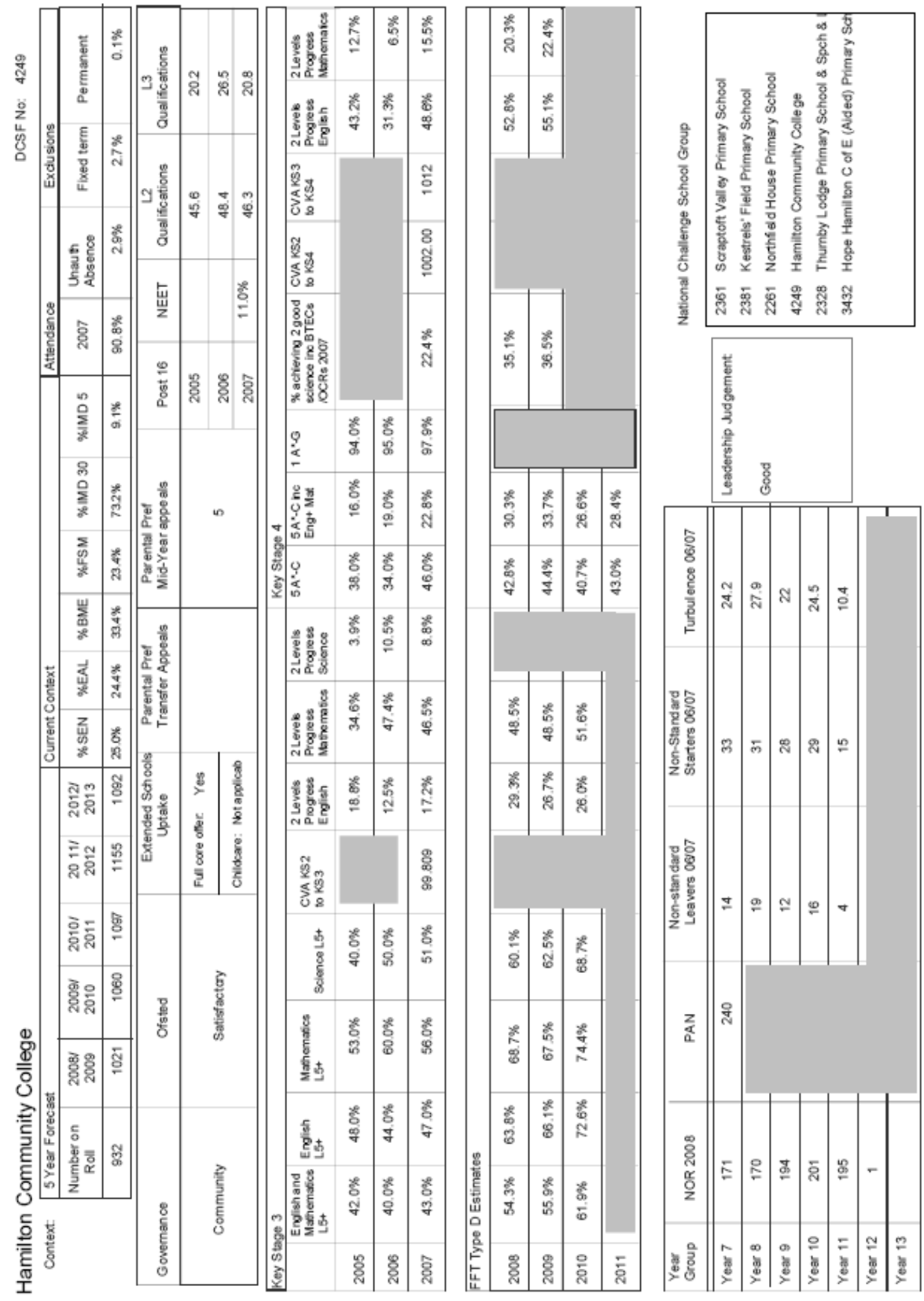


	2006	2007	2008	20th percentile	40th percentile	60th percentile	80th percentile
Number on roll							
School	1,013	968	932				
National	983	982	973	34	656	863	1,043	1,291	2,617
% girls							
School	47.6	48.6	48.7				
National	49.6	49.6	49.6	0.0	46.1	48.2	49.5	51.3	100.0
% of pupils known to be eligible for free school meals (FSM)							
School	25.0	23.7	23.4				
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	29.7	30.3	33.6				
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	21.4	21.7	24.4				
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	3.0	3.0	2.4				
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	29.4	23.7	25.0				
National	17.6	18.5	19.9	0.0	12.2	1.9	21.6	28.7	79.2
% stability							
School	77.7	76.7	76.9				
National	91.1	91.2	90.7	2.6	87.8	91.4	93.5	95.6	100.0
School deprivation indicator							
School	0.32	0.32	0.36				
National	0.21	0.21	0.21	0.04	0.12	0.16	0.23	0.33	0.70

Figure 1.2: Number of students on roll

	2005	In	Out	2006	In	Out	2007	In	Out	2008
Year 7	185	23	12	192	18	15	166	28	12	166
Year 8	174	28	14	190	13	10	201	25	16	172
Year 9	219	20	23	180	18	9	199	24	10	180
Year 10	220	13	11	228	14	3	187	27	13	205
Year 11	232	5	0	217	7	6	237	4	14	203
Total	**1030**	**89**	**60**	**1007**	**70**	**43**	**990**	**108**	**65**	**926**

Figure 1.3: Data Summary Table



Hamilton Community College

DCSF No: 4249

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
932	1021	1060	1097	1155	1092	25.0%	24.4%	33.4%	23.4%	73.2%	9.1%	90.8%	2.9%	2.7%	0.1%

Governance	Ofsted	Extended Schools Uptake	Parental Pref Transfer Appeals	Parental Pref Mid-Year appeals	Post 16	NEET	L2 Qualifications	L3 Qualifications
Community	Satisfactory	Full core offer: Yes		5	2005		45.6	20.2
		Childcare: Not applicab			2006		48.4	26.5
					2007	11.0%	46.3	20.8

Key Stage 3						Key Stage 4								
	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	5A*-C	5A*-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	42.0%	48.0%	53.0%	40.0%		18.8%	34.6%	3.9%	38.0%	16.0%	94.0%				43.2%	12.7%
2006	40.0%	44.0%	60.0%	50.0%		12.5%	47.4%	10.5%	34.0%	19.0%	95.0%				31.3%	6.5%
2007	43.0%	47.0%	56.0%	51.0%	99.809	17.2%	46.5%	8.8%	46.0%	22.8%	97.9%	22.4%	1002.00	1012	48.6%	15.5%

FFT Type D Estimates

2008	54.3%	63.8%	68.7%	60.1%		29.3%	48.5%		42.8%	30.3%		35.1%			52.8%	20.3%
2009	55.9%	66.1%	67.5%	62.5%		26.7%	48.5%		44.4%	33.7%		36.5%			55.1%	22.4%
2010	61.9%	72.6%	74.4%	68.7%		26.0%	51.6%		40.7%	26.6%						
2011									43.0%	28.4%						

Year Group	NOR 2008	PAN	Non-standard Leavers 06/07	Non-Standard Starters 06/07	Turbulence 06/07
Year 7	171	240	14	33	24.2
Year 8	170		19	31	27.9
Year 9	194		12	28	22
Year 10	201		16	29	24.5
Year 11	195		4	15	10.4
Year 12	1				
Year 13					

Leadership Judgement:

Good

National Challenge School Group

2361	Scraptoft Valley Primary School
2381	Kestrels' Field Primary School
2261	Northfield House Primary School
4249	Hamilton Community College
2328	Thurnby Lodge Primary School & Spch &
3432	Hope Hamilton C of E (Aided) Primary Sch

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 Humberstone and Hamilton 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
Humberstone and Hamilton	38.6	15.6	16.7	32.6	9.2
Thurncourt	21.0	10.2	10.6	24.5	14.6
Charnwood	20.8	10.4	8.8	55.1	20.3
Coleman	6.7	11.4	10.3	75.8	21.2
Spinney Hills	3.1	11.4	8.9	90.9	30.3
Rushey Mead	1.9	14.0	12.3	73.0	20.3
Latimer	1.8	12.3	8.0	88.0	25.3
Belgrave	1.4	12.4	8.4	81.8	24.4
Evington	0.8	20.5	20.3	69.2	13.0
Abbey	0.6	8.3	7.4	26.0	12.6
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 pupils 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	171	46.2 / 53.8	28.1	35.7	25.7	25.1	1
Year 8	170	55.9 / 44.1	25.3	27.6	18.2	31.2	0
Year 9	194	58.2 / 41.8	21.1	27.8	19.1	20.1	3
Year 10	201	45.8 / 54.2	25.4	34.8	26.9	27.4	0
Year 11	196	50.5 / 49.5	17.9	41.3	31.1	21.9	1

Figure 2.3: Plotted addresses for registered pupils

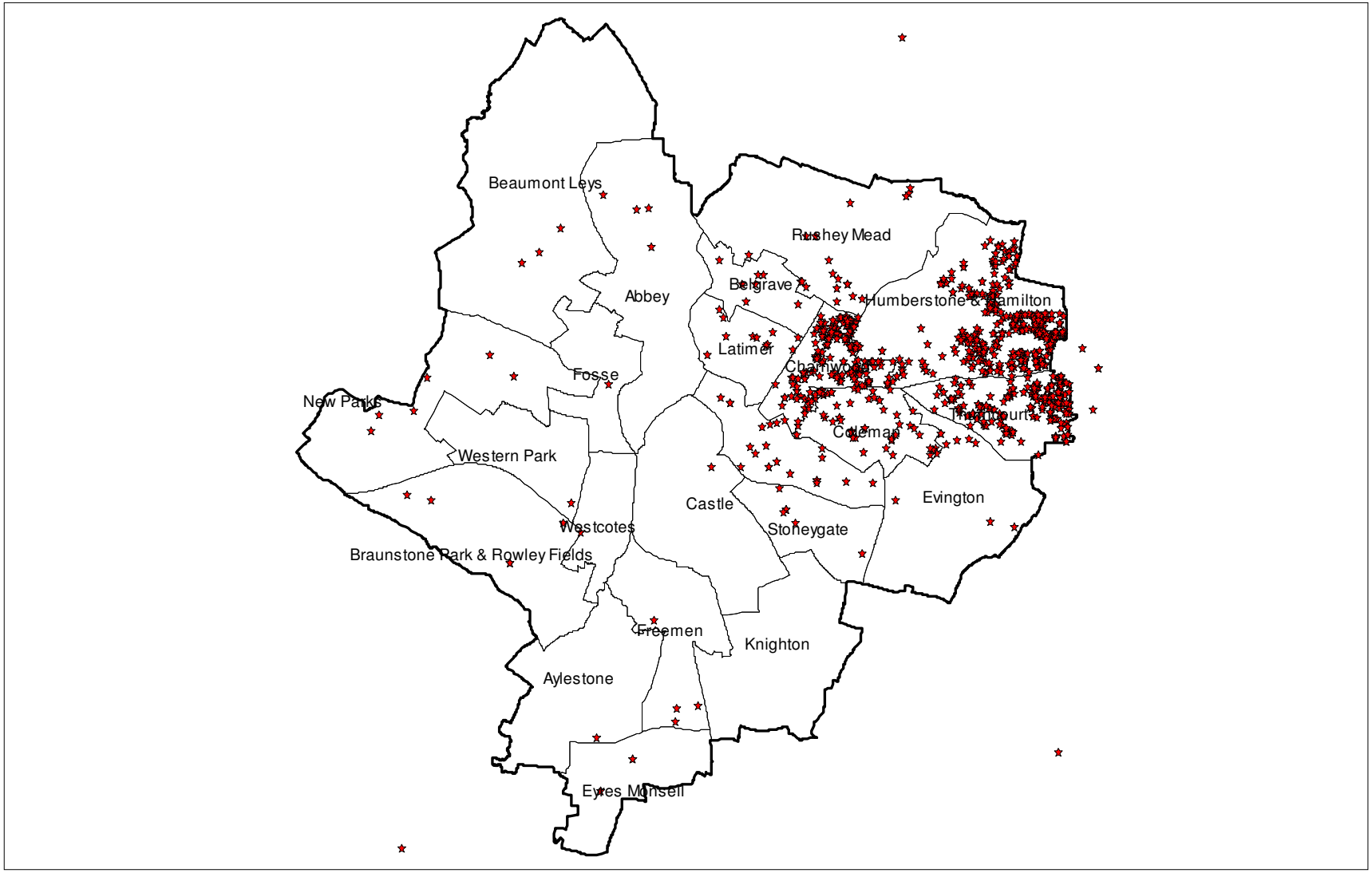


Figure 2.4: Ethnic Groups

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	66.2	75.9
White - Irish	0.1	0.3
White - Traveller of Irish heritage	0.1	0.1
White - Romany or Gypsy	0.0	0.1
White - any other White background	3.6	3.4
Mixed - White & Black Caribbean	2.3	1.2
Mixed - White & Black African	0.4	0.4
Mixed - White & Asian	1.6	0.7
Mixed - any other mixed background	1.5	1.3
Asian or Asian British - Indian	11.9	2.5
Asian or Asian British - Pakistani	1.1	3.3
Asian or Asian British - Bangladeshi	0.0	1.3
Asian or Asian British - any other Asian background	3.2	1.2
Black or Black British - Caribbean	1.0	1.4
Black or Black British - African	5.7	2.6
Black or Black British - any other Black background	0.2	0.5
Chinese	0.1	0.4
Any other ethnic group	0.8	1.2
Parent/pupil preferred not to say	0.1	0.7
Ethnicity not known	0.1	1.6

Figure 2.5: % of students 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.

NCY	Gender	Cohort	no in bottom 5%	% in bottom 5%	No in bottom 10%	% in bottom 10%	in bottom 30%	% in bottom 30
7	F	77	8	10.4	22	28.6	58	75.3
7	M	88	5	5.7	27	30.7	68	77.3
7	all	165	13	7.9	49	29.7	126	76.4
8	F	95	5	5.3	22	23.2	73	76.8
8	M	77	9	11.7	18	23.4	53	68.8

NCY	Gender	Cohort	no in bottom 5%	% in bottom 5%	No in bottom 10%	% in bottom 10%	in bottom 30%	% in bottom 30
8	all	172	14	8.1	40	23.3	126	73.3
9	F	76	15	19.7	28	36.8	60	78.9
9	M	103	6	5.8	21	20.4	68	66.0
9	all	179	21	11.7	49	27.4	128	71.5
10	F	88	9	10.2	18	20.5	59	67.0
10	M	118	9	7.6	31	26.3	96	81.4
10	all	206	18	8.7	49	23.8	155	75.2
11	F	103	10	9.7	27	26.2	71	68.9
11	M	100	6	6.0	28	28.0	71	71.0
11	all	203	16	7.9	55	27.1	142	70.0
Overall	**F**	**439**	**47**	**10.7**	**117**	**26.7**	**321**	**73.1**
	M	**486**	**35**	**7.2**	**125**	**25.7**	**356**	**73.3**
	all	**925**	**82**	**8.9**	**242**	**26.2**	**677**	**73.2**

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.

Of the national challenge schools New College is the most deprived, followed by Babington, Fullhurst, Riverside and then Hamilton.

	Average IMD score		
Year Group	**Female**	**Male**	**All pupils**
7	35.5	36.2	35.9
8	34.3	34.7	34.5
9	38.3	33.1	35.3
10	33.3	35.9	34.8
11	34.7	35.8	35.2
IMD for all Years	**35.1**	**35.2**	**35.1**

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	52.9	11.8		29.4	5.9									
N		40			60									
2				50	50									
3		4		8	72	16								
4					23.8	68.8	7.5							
5						61.1	27.8	11.1						
A					100									
no KS Result	21.7	30.4			26.1	17.4						4.3		
Total	7.1	6.6		5.1	34.2	39.8	5.6	1						
Making 1 Level			56.4	Making 2 Levels		13.5								

KS3 Mathematics against KS2 Mathematics

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B				30										70
N														100
2														100
3				2	12	4								82
4					1.2	11	13.4	3.7						70.7
5						4.2	4.2	8.3	4.2					79.2
A														100
no KS Result	8.7			8.7	8.7	8.7	4.3					4.3		56.5
Total	1			3.1	4.6	7.1	6.6	2.6	0.5					
Making 1 Level			39	Making 2 Levels		50								

KS3 Science against KS2 Science

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B		33.3		50	16.7									
N				100										
2				100										
3			3.3	23.3	46.7	16.7								10
4				2.2	35.2	50.5	11							1.1
5					7	30.2	46.5	11.6						4.7
no KS Result	17.4	4.3	4.3	21.7	30.4	13	4.3					4.3		
Total	2	1.5	1	10.2	29.1	34.2	15.8	2.6						
Making 1 Level			49.7	Making 2 Levels		13.1								

KS3 Reading against KS2 Reading

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	52.9	47.1												
N		75			25									
3		76			24									
4		30.2			34.4	32.3	3.1							
5					25.9	48.1	25.9							
no KS Result	21.7	56.5			8.7	8.7						4.3		
Total	7.1	38.3			25.5	23.5	5.1							
Making 1 Level			25.4		Making 2 Levels		3.3							

KS3 Writing against KS2 Writing

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	52.9				41.2	5.9								
N		22.2			44.4	33.3								
3		1.4			19.7	73.2	5.6							
4					1.6	56.2	39.1	3.1						
5						45.5	45.5	9.1						
A					100									
no KS Result	21.7	17.4			30.4	21.7	4.3					4.3		
Total	7.1	3.6			17.3	52	17.9	1.5						
Making 1 Level			32		Making 2 Levels		61.1							

KS3 English against KS2 Reading

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	52.9	11.8		29.4	5.9									
N		37.5		12.5	37.5	12.5								
3		4		4	76	16								
4				3.1	38.5	53.1	5.2							
5					3.7	66.7	22.2	7.4						
no KS Result	21.7	30.4			26.1	17.4						4.3		
Total	7.1	6.6		5.1	34.2	39.8	5.6	1						
Making 1 Level			44.5		Making 2 Levels		10.5							

KS3 English against KS2 Writing

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	52.9	11.8		29.4	5.9									
N		22.2		11.1	66.7									
3		2.8		5.6	57.7	33.8								
4					15.6	70.3	12.5	1.6						
5					18.2	45.5	27.3	9.1						
A					100									
no KS Result	21.7	30.4			26.1	17.4						4.3		
Total	7.1	6.6		5.1	34.2	39.8	5.6	1						
Making 1 Level			52.3		Making 2 Levels		26.6							

Figure 3.2: Key Stage 3 Reporting - % of children achieving national thresholds in English, Reading, Writing, Mathematics, Science, English & 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	16	15		19	14		20	15		30	15	3	19	15	
Reading	39	24		27	19		33	23		42	22		45	22	
Writing	11	13		13	13		21	13		24	13		11	13	
Mathematics	17	15		15	13		12	12		22	13	6	16	13	
Science	21	14		21	14		18	14		21	11	5	15	11	
Percentage of Pupils at Level 4															
English	26	16		24	15		31	18		18	15	16	34	15	
Reading	16	17		25	17		23	18		16	15		26	15	
Writing	16	14		27	15		31	17		21	14		17	14	
Mathematics	23	18		24	18		22	17		18	15	14	18	15	
Science	35	26		32	23		25	21		20	21	18	30	23	
Percentage of Pupils at Level 5 and above															
English	50	63	71	48	65	74	44	63	73	47	66	74	46	67	
Reading	40	55		42	59		40	55		38	60		29	61	
Writing	65	68		53	67		43	66		51	70		71	71	
Mathematics	51	63	73	53	65	74	60	67	77	56	69	76	65	70	
Science	35	54	66	40	58	70	50	61	72	51	64	73	54	64	
English & Mathematics	42	55		41	56		39	57		43	59	71	43	61	
Percentage of Pupils at Level 6 and above															
English	17	27	34	10	25	35	10	25	35	15	23	32	7	25	
Reading	13	22		8	23		7	20		6	21		5	22	
Writing	23	34		11	28		11	31		22	27		19	30	
Mathematics	30	41	52	29	42	53	39	47	57	37	47	56	37	50	
Science	11	24	34	12	25	37	22	30	41	16	31	41	19	33	
English & Mathematics	16	23		9	21		10	22		14	21		4	23	
Percentage of Pupils at Level 7 and above															
English	4	7		1	4		1	6		1	3	8	1	4	
Reading	1	7		0	4		1	5		1	5		0	5	
Writing	8	10		2	7		2	10		7	5		2	8	
Mathematics	11	16		11	17		17	21		14	21	22	12	23	
Science	0	6		0	5		4	10		3	11	15	3	10	
English & Mathematics	3	5		1	3		1	5		1	3		0	3	
Average Point Score															
English	27.20	29.60		26.30	29.40	33.8	26.70	29.60	33.7	26.50	29.90	33.5	28.10	28.30	
Reading	24.10	27.90		24.90	28.20		24.80	27.80		23.80	28.60		23.40	27.10	
Writing	29.30	30.80		27.40	30.00		26.60	30.60		27.80	30.60		31.10	29.30	
Mathematics	29.10	31.90		29.60	32.20	36	31.80	33.20	37.1	30.60	33.60	36.8	8.40	32.70	
Science	25.70	29.50		26.70	29.90	33.6	28.10	30.80	34.3	27.20	31.40	34.3	29.30	31.60	
All Core Subjects	27.33	30.33		27.52	30.49		28.85	31.21		28.11	31.64		21.94	30.89	

	2004		2005		2006		2007		2008	
	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
Cohort Size	218	3573	213	3582	178	3416	198	3505	196	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**
Hamilton CC	3	3	180	23	32	↑	46	56	↑

	2005		2006		2007		2008	
	Target %	**Actual %**	**Target %**	**Actual %**	**Target %**	**Actual %**	**Target %**	**Actual %**
Eng Level 5+	50	49	62	44	54	48	54	50
Ma Level 5+	56	53	60	60	56	56	61	68
Sc Level 5+	51	40	58	50	50	51	52	58
ICT Level 5+	50	51	55	50	55	62	57	50
KS3 APS	-	30.0	-	31.0	-	30.2	-	-
GCSE 5 A*-C	32	38	38	34	35	46	38	56
GCSE 5 A*-C incl EN/MA	-	16	-	19	17	23	25	32
GCSE 5A*-G	85	84	90	86	84	82	86	88
GCSE APS (uncapped)	255	299	260	296	289	324	297	255

	2005		2006		2007	
	KS2-3	**% Rank**	**KS2-3**	**% Rank**	**KS2-3**	**% Rank**
AAT VA	98.5	80	98.3	88	99.0	80
School CVA	99.9	64	99.2 ↓	83	99.8	62
En CVA	99.7	62	98.5 ↓	89	99.2 ↑	75
Ma CVA	100.6 ↓	34	99.9	57	100.4	38
Sc CVA	99.3	84	99.5	70	99.9	56

	2005				2006				2007			
	KS2-4	**% Rank**	**KS3-4**	**% Rank**	**KS2-4**	**% Rank**	**KS3-4**	**% Rank**	**KS2-4**	**% Rank**	**KS3-4**	**% Rank**
SchoolCVA	1007↑	39	1008↑	32	984 ↓	86	989↓	82	1002↑	45	1012↑	20
En CVA	999	76	999	67	998	83	999	77	1001↑	22	1003↑	7
Ma CVA	997	92	997 ↓	94	996	94	998	92	999 ↑	68	1000↑	58

CVA KEY			
Significantly higher than average		Improving	↑
Significantly lower than average		Declining	↓

Figure 3.4: Agreed Targets

	2007 Actual	2008 Actual	2009 Target	Level of challenge appropriately high
Key Stage 3				
Proportion achieving L5+ in En and Ma	43	43	57	Yes
Proportion achieving L5+ in Sc	51	54	63	Yes
Proportion progressing 2 NC Levels in En KS2-3	14	13.5	28	Yes
Proportion progressing 2 NC Levels in Ma KS2-3	45	50	54	Yes
Key Stage 4				
Proportion achieving 5 A*-C including En & Ma	23	32	34	Yes
Proportion progressing equivalent of 2 NC Levels in En KS3-4	-		54	Yes
Proportion progressing equivalent of 2 NC Levels in Ma KS3-4	-		22	Yes
Overall				
Overall absence target	10.25		8.99	Yes

Figure 3.5: Self Evaluation Framework (SEF) data

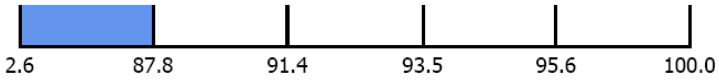
Section		Ofsted May-07	Current CIP (2007)	Revised
3	Achievement	3	3	
	Standards	4	4	
4	Personal development and well being	3	3	
5a	Quality of teaching and learning	3	3	
5b	Quality of the curriculum and other activities	3	3	
5c	Quality of care, guidance, support for learners	3	2	
6	Effectiveness and efficiency of leadership and management	3	2	
7a	Overall effectiveness	3	3	
7b	Improvement since last inspection	Y	2	
7c	Capacity to make further improvement	3	2	

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	77.7	76.7	76.9
National	91.1	91.2	90.7



A key factor in the performance of Hamilton Community Technology College is the high level of turbulence experienced by the College as a result of pupils joining the College after Year 7 and from other secondary schools in the city and county.

There were a total of 724 primary to secondary transfers and 177 other transfers in 2007-2008: out of 901 students, 177 joined the College after the beginning of Year 7.

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

Pupils	Schools	
724	30	City primary schools
128	12	other sources of education
36	11	City secondary schools
	0	County Primary school
7	6	County Secondary schools
3	1	City Special School
		City PRU

Previous School	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Alderman Richard Hallam Primary	1					**1**
Bridge Junior School	2	4	3	1		**10**
Catherine Junior School		1	2	2	1	**6**
Charnwood Primary School				2	2	**4**
Coleman Primary School				1	2	**3**
Evington Valley Primary School		1				**1**
Eyres Monsell Primary School	1					**1**
Kestrels' Field Primary School	6	6	10	13	10	**45**
Herrick Primary School				1		**1**
Highfields Primary School			1			**1**
Hope Hamilton C of E (Aided) Primary School	8	4	3			**15**
Humberstone Junior School	21	23	18	19	30	**111**
Medway Community Primary School		1		1		**2**
Merrydale Junior School	27	21	31	20	30	**129**
Mowmacre Hill Primary School				1		**1**
Northfield House Primary School	7	3	9	8	12	**39**

Previous School	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Rowlatts Hill Primary School		3			3	**6**
Sacred Heart Catholic Primary School				1		**1**
Scraptoft Valley Primary School	35	33	17	40	18	**143**
Shenton Primary School	1	1		1	1	**4**
Spinney Hill Primary School	2	1				**3**
St Barnabas C of E Primary School		2	2	1		**5**
St Joseph's Catholic Primary School			1			**1**
Rushey Mead Primary School					1	**1**
Taylor Road Primary School	1					**1**
Thurnby Lodge Primary School	9	8	11	13	13	**54**
Uplands Junior School		1				**1**
Whitehall Primary School		1		1		**2**
Willowbrook Primary School	33	20	22	27	23	**125**
Wyvern Primary School	1	3	1		2	**7**
A&T Awaiting Placement	6	16	26	29	27	**104**
A&T Confirmed at non-LCC LEA School	1	1				**2**
A&T Referred to EWS		2	2	2	1	**7**
EMS** - Non-City Resident-Home LA Informed			1			**1**
EWS - Confirmed at non-LCC LEA School		1				**1**
EWS - Whereabouts Unknown - Missing		1				**1**
CNRE possible - ONE Team Investigating					1	**1**
ED - Education other than in school				2	1	**3**
EMS** - CNRE Referred to EWS		1				**1**
EMS** - Confirmed at non-LCC LEA School				1	2	**3**
EMS** - Informed Child Emigrated/Gone Abroad		1				**1**
EWS - Whereabouts Known - Not In Education		1		1	1	**3**
Beaumont Leys Specialist Science School				1	1	**2**
English Martyrs Catholic School			1			**1**
Fullhurst Community College			2	2	3	**7**
Judgemeadow Community College		1				**1**
New College Leicester				1	2	**3**
Riverside Business and Enterprise College				1	1	**2**
Rushey Mead School			1			**1**
Soar Valley College		1	1	1	2	**5**
St Paul's Catholic School			1	1	1	**3**
The City of Leicester College		1	4	3		**8**
The Lancaster School			1	1	1	**3**
Birstall Stonehill High School				1		**1**
Bosworth Community College					1	**1**
Brockington College				1		**1**
Oadby Gartree High School			2			**2**
Rawlins Community College					1	**1**
Winstanley Community College			1			**1**
Children's Hospital School		2		1		**3**
Grand Total	**162**	**166**	**174**	**203**	**196**	**901**

5. Students Numbers

Figure 5.1: Student admissions allocation before appeals

	PAN	LAC	CPR	PA	SIB	SEN	LINK	REL	DIST	TOTAL
2008	240	2	2	86	6	2	25	0	9	193
2007	240	1	1	84	6	1	22	0	7	214
2006	240	0	0	73	13	1	32	0	7	163
2005	240	1	1	97	17	2	17	0	3	221

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	Students 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
Willowbrook Primary	33	57%	55%	42%	50%	50%	42%
Hope Hamilton CE Primary	6				20%	38%	64%
Humberstone Junior	21	49%	60%	63%	69%	66%	69%
Kestrel's Field Primary	6	65%	66%	55%	62%	76%	82%
Merridale Junior	28	47%	70%	60%	54%	55%	58%
Northfield House Primary	8	32%	36%	49%	49%	40%	55%
Scraptoft Valley Primary	33	59%	64%	53%	64%	51%	63%
Thurnby Lodge Primary School and Speech and Language Unit	8	33%	45%	41%	54%	44%	54%

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
Hamilton	**900**	**1290**	**1200**	**+300**	
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 Hamilton Community College priorities identified are as follows:

- Teaching & Learning: making students' learning experiences good or outstanding. (Embedding AfL practice; teaching and reinforcement of students' literacy skills, functional skills)
- Intervention: Develop teaching and learning curriculum & approaches for target groups.
- Developing SEAL approaches to support learning.
- Use of new technologies to enhance learning.

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

English:

- New curriculum developments
- Ongoing implementation and development of APP to support AfL & intervention
- Literacy development: speaking and listening

Mathematics:

- Implementation of new curriculum.
- APP to support AfL & intervention.
- KS 4 modular system.
- New technologies (e.g. digital images).

ICT:

- Implementation of new curriculum – inc. Literacy & AfL
- Cross-curricular use of ICT & new technologies to enhance learning
- Support DK: structured evaluation processes for impact of IWB training & developments

Behaviour & Attendance:

- SEAL: Support planning & development of ongoing SEAL CPD .
- LC: Continued support for PA.