

Executive Summary

Babington Community College serves an area of high levels of social and economic deprivation. 26% of current students are in the most deprived 5% and 63% are in the most deprived 10% of IMD scores nationally. Over 39% of students are eligible for Free School Meals which is well above the national average, as is the 43% of students identified with Special Educational Needs.

The College's popularity amongst its community has declined over a number of years and student numbers remain below the Planned Admission Number (PAN) of 210. The current Year 7 cohort of 113 comes from 30 different Primary schools. Babington has 5 main feeder primary schools, 1 of which is in Special Measures, whilst 2 other schools have been below the 55% Key Stage 2 Level 4 target for 1 or more years.

The College is situated within close proximity to two other Colleges within Leicester, one of which is a phase 1 build in the Building Schools for the Future programme (BSF). The current buildings at Babington do not provide a quality environment for the students who attend. There is no clear catchment area for the College in its present position.

Babington has a high proportion of students who join the College other than the start of Year 7. Of the 772 students currently attending the College 33% have moved to Babington after the beginning of Key Stage 3. There is a significant influx of students particularly into Years 9 – 11, currently 69 from other Leicester schools and 126 from outside the LA. A large number of these students are new to the country and have very little English, are new to any formal education, or have been excluded from other schools because of their behavioural and or attendance problems.

Overall standards in Key Stage 3 and Key Stage 4 are low; however in 2008 there was a 9% increase in English, 8% increase in Science and a 6% increase in English and Maths at Level 5. There was also a slight increase in the number of students achieving Level 6. Attainment at Key Stage 4 5A*-Cs was 32%, 9% below target, and 23% for 5A*-C including English and Mathematics. The College has introduced the RSA 'Opening Minds' curriculum into Year 7 which has a focus on literacy, numeracy and is skilled based. Since the appointment of a new Principal at Easter 2008 there have been a number of changes made to the curriculum offer at Key Stage 4 to ensure that it is more relevant to the needs of the students and offers them the opportunity to achieve.

Attendance at 91% is just below the National target and the significant resources being used to address this issue should enable the College to meet its target of 93%. 14% of Year 11 students who left the College in 2007 were identified as NEET. Unvalidated figures for 2008 of 6% NEETs show a significant reduction on previous years. Behaviour and Attendance will continue to receive support from the LA, specifically in terms of operational planning and development. The College is developing a lead role in the LA in introducing the Social and Emotional Aspects of Learning (SEAL) programme. Fixed term exclusions increased following the appointment of a new Principal at Easter 2008 to emphasise the non-acceptability of physical violence. This has established a better 'environment' in preparation for development of a revised behaviour policy.

Options Appraisal

Possible options for the future development of Babington Community College:

1. Babington to remain the same

Although there are a number of key developments taking place within the college since the appointment of the new Principal at Easter 2008, historically achievement has fluctuated and is fragile and at present the rapid improvement needed to meet the National Challenge levels of achievement cannot be guaranteed.

2. Increased intervention and support

The College currently receives a significant amount of Practical support but this has not had any significant impact upon raising standards nor attracting more students from within the local community.

3. Executive Headteacher

The newly appointed Principal has brought drive, determination, and rigour to the college. She has introduced a more effective monitoring programme which holds the staff accountable for student performance. The Principal currently has a very positive working relationship with a successful Principal of a college in similar circumstances therefore Babington would not benefit from the deployment of an Executive Headteacher.

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 Babington because of its current position.

5. Trust

It is highly unlikely that a high achieving school would wish to establish a Trust in partnership with Babington. 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 pupils learning experiences with a clear focus on basic skills and appropriate pathways to future opportunities. An Academy, initially based at Babington, could lead to a significant increase in the number of children who live in the local community attending the college. It would offer the opportunity to create something very special and raise the level of aspiration for the local community.

The development of an Academy, particularly in the Ashton Green area, could offer the opportunity for a co-located Primary school, a possible post 16 Vocational provision, a 'one stop shop' and the opportunity to 'think outside the box' in terms of creating a 'joined up' community provision.

7. Closure

There are plans to move the College to the Ashton Green area to support the new housing development. Student number predictions for Leicester indicate that there will be sufficient numbers to fill a 900 place College with a potential to expand to 1200 on the proposed new campus.



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1. General Information

Babington is a specialist technology college.

A high proportion of students join the College other than at the start of Year 7. Many of these students are either new to this country or new to any formal education and include several who are learning English for the first time. The proportion of pupils with learning difficulties or disabilities is well above average, as is the proportion with a statement of special educational needs.

A new Principal was appointed at the start of the Summer Term 2008. A significant number of developments have been introduced since her appointment to the position. Staff, parent/carers and pupils speak very highly of her leadership and vision.

A new College Improvement Plan (CIP) was developed during the Summer Term by the senior leadership team and includes the following priorities:

- Raising standards of achievement at KS3.
- Raising standards of achievement at KS4.
- Improving the quality of teaching and learning.
- Improving behaviour, attendance and punctuality.
- Raising the status of technology specialism.
- Improving relationships with parents and the community.

Key roles of the SLT have been revised following the agreement to second a vice-principal from the College for three years to Specialist Diploma development in Derby City.

The College is exploring new curriculum delivery models for year 7 to build literacy, numeracy and learning skills base. The 'Opening Minds' provision is continuing to be provided for the New Year 7 and certain aspects of the programme have been continued as student progress to year 8.

A number of changes have been made to improve KS4 curriculum including revisions to option pathways to better match student potential for the highest possible attainment, and new BTEC courses in Performing Arts, Art and Design, Sport, and Media. The Sport option has been offered to a group of Year 11 students as an additional qualification to GCSE PE.

The College has introduced vertical-age tutor groups in from September 2008. The College is developing a lead role in the LA in introducing the SEAL programme. New lesson plan format incorporates SEAL objectives.

Personalised Learning Plans (PLPs) have been produced for all students to record a range of data, targets and progress information. The plans will be reviewed regularly during an academic year and be monitored by the key worker assigned to each student and the Progress Manager for each year group. Elements of the plan will be incorporated into student planners. Information for the PLPs will be derived from a College wide database.

The College was successful in its submission for specialist status re-designation. Priorities for overall College improvement are well built into the CIP that includes specialist status targets. Good links are made with neighbouring primary schools with interchange of staff and students to improve transition and raise attainment.

Fixed term exclusions increased in the summer term to emphasise the non-acceptability of physical violence. This has had a positive impact on staff and students and helped establish a better 'environment' in preparation for development of a revised behaviour policy.

Students are now more fully engaged in the running of the College. Attendance is improving and close to target.

Ofsted identified the following Action Points following the inspection in May 2007:

- Improve standards by introducing a more consistent and effective approach to developing students' basic skills of numeracy.
- Improve teaching by ensuring that the tasks set are suitable for the different abilities represented in classes.
- Improve students' attitudes by having a concerted whole-school approach to dealing with late arrivals to lessons.

Figure 1.1: Basic Characteristics of the College

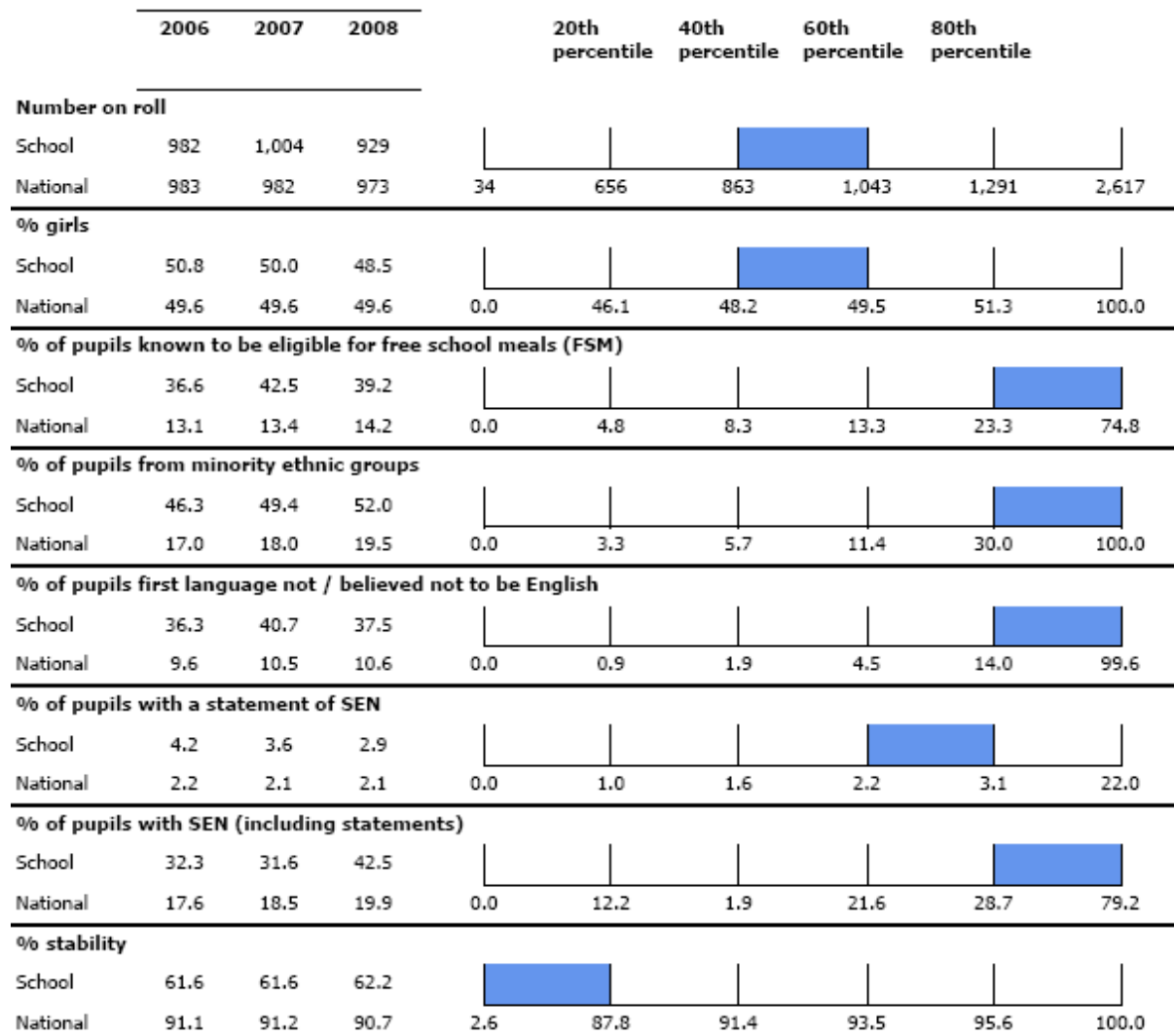


Figure 1.2: Number of students on roll at the start of October 08

	2004	2005	2006	2007	2008	October 2008		
						F	M	Total
Year 7	-	-	-	-	-	52	64	116
Year 8	-	-	-	-	-	56	63	119
Year 9	-	-	-	-	-	79	84	163
Year 10	-	-	-	-	-	94	107	201
Year 11	-	-	-	-	-	104	104	208
Total	921	919	982	1,004	929	385	422	807

Figure 1.3: Data Summary Table

Babington Community Technology College												DCSF No: 4270																		
Context: 5 Year Forecast					Current Context				Attendance			Exclusions																		
Number on Roll	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	%SEN	%EAL	%BME	%FSM	%IMD 30	%IMD 5	2007	Unauth Absence	Fixed term	Permanent															
928	981	995	968	900	879	42.6%	38.4%	51.5%	39.1%	88.7%	25.2%	90.9%	4.9%	4.3%	0.4%															
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		10		2005		2006		2007		41.5		26.1														
				Childcare: Not applicab										49.7		23.2														
Key Stage 3																														
English and Mathematics L5+		Mathematics L5+		Science L5+		CVA KS2 to KS3		2 Levels Progress English		2 Levels Progress Mathematics		2 Levels Progress Science		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	39.0%	46.0%	54.0%	42.0%	10.0%	10.0%	30.0%	10.0%	10.0%	52.0%	15.0%	90.0%	90.0%	15.0%	14.0%	89.0%	91.7%	51.0%	989,758	998.35	54.0%	58.2%	46.0%	58.2%	18.9%	9.1%	13.4%			
2006	45.0%	57.0%	51.0%	39.0%	30.0%	30.0%	30.0%	20.0%	44.0%	44.0%	14.0%	89.0%	89.0%	14.0%	14.0%	89.0%	91.7%	51.0%	989,758	998.35	54.0%	46.0%	46.0%	46.0%	9.1%	9.1%	9.1%			
2007	31.0%	36.0%	60.0%	45.0%	10.0%	10.0%	30.0%	10.0%	48.5%	48.5%	20.1%	91.7%	91.7%	20.1%	20.1%	91.7%	91.7%	51.0%	989,758	998.35	54.0%	54.0%	54.0%	54.0%	13.4%	13.4%	13.4%			
FFT Type D Estimates																														
2008	42.0%	54.6%	58.1%	49.9%	25.3%	37.3%	33.9%	20.9%	20.9%	20.9%	20.9%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	
2009	46.4%	54.6%	59.9%	51.4%	20.1%	39.8%	27.3%	16.3%	16.3%	16.3%	16.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	22.3%	
2010	40.8%	50.5%	60.0%	49.6%	23.4%	36.9%	29.9%	16.7%	16.7%	16.7%	16.7%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	33.4%	
2011																														
National Challenge School Group																														
Year Group	NOR 2008	PAN		Non-standard Leavers 06/07		Non-Standard Starters 06/07		Turbulence 06/07																						
Year 7	124	210		26		30		30.9																						
Year 8	172			23		37		34.1																						
Year 9	208			23		41		33.7																						
Year 10	211			19		34		25.2																						
Year 11	211			6		21		12.1																						
Year 12	2																													
Year 13																														
Leadership Judgement:																														
Satisfactory but support being given for newly appointed Head																														
4270 Babington Community Technology College																														
2379 Glebelands Primary School																														
2363 Beaumont Lodge Primary School																														
2342 Heatherbrook Primary School																														

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 Beaumont Leys ward.

This data is plotted in full overleaf on Figure 2.2.

Figure 2.1: Key Indicators by Ward

	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Over-crowded households
Beaumont Leys	37.0	13.3	14.3	25.5	13.6
Abbey	19.4	8.3	7.4	26.0	12.6
New Parks	11.0	6.9	7.4	13.3	9.9
Latimer	5.9	12.3	8.0	88.0	25.3
Spinney Hills	5.1	11.4	8.9	90.9	30.3
Fosse	3.1	15.8	13.5	23.0	8.4
Belgrave	2.9	12.4	8.4	81.8	24.4
Charnwood	2.8	10.4	8.8	55.1	20.3
Stoneygate	2.4	22.2	19.1	86.5	20.1
Coleman	1.4	11.4	10.3	75.8	21.2
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 students 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	128	57.0 / 43.0	55.5	50.8	39.1	56.3	2
Year 8	171	53.8 / 46.2	45.0	44.4	33.9	43.9	3
Year 9	208	51.0 / 49.0	41.8	52.4	38.0	46.6	2
Year 10	209	48.3 / 51.7	34.4	52.6	34.9	44.5	2
Year 11	213	49.8 / 50.2	26.8	57.7	41.3	27.2	6

Figure 2.3: Plotted addresses for registered students

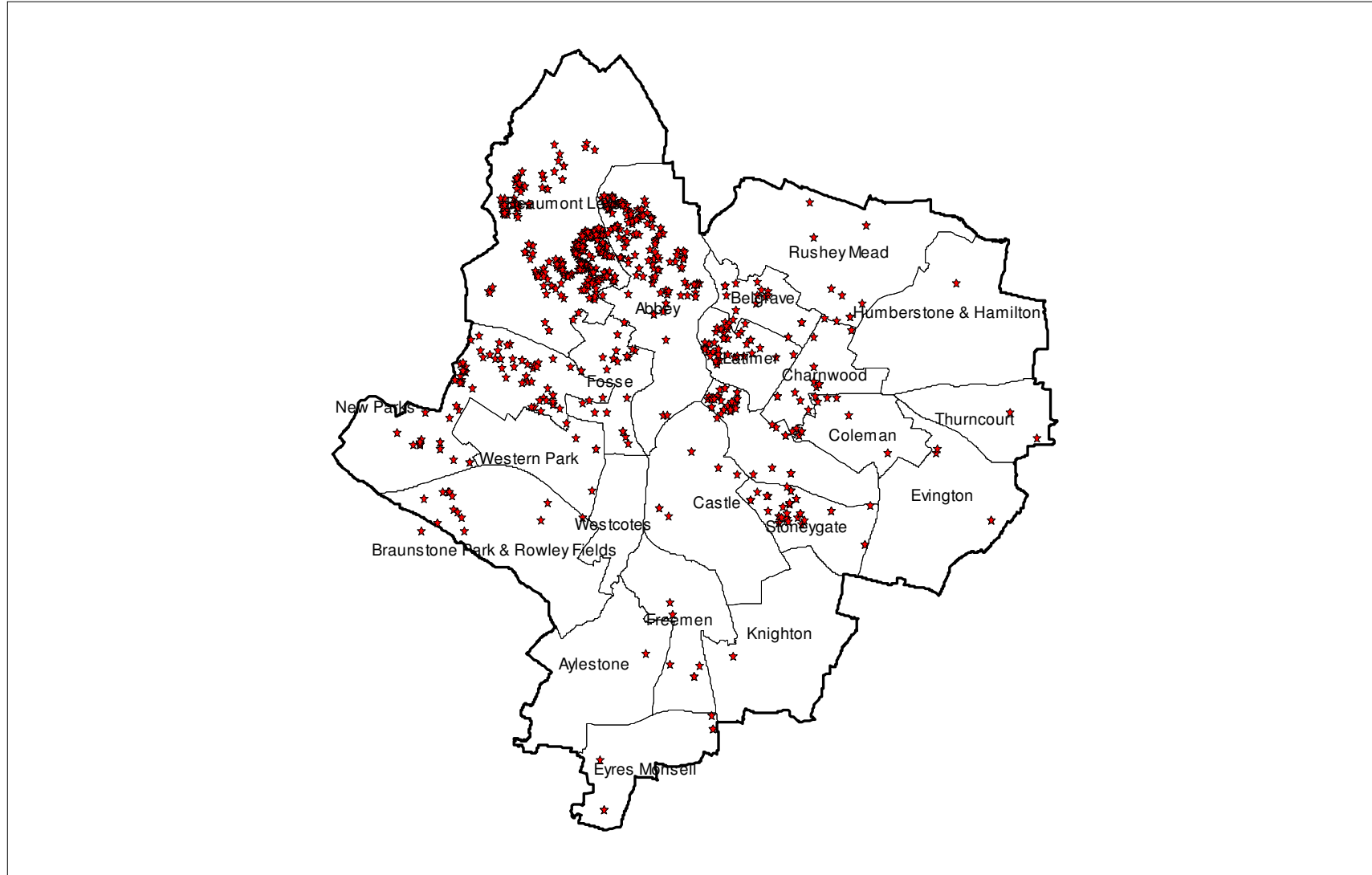


Figure 2.4: Ethnic Groups

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	47.1	75.9
White - Irish	0.3	0.3
White - Traveller of Irish heritage	0.0	0.1
White - Romany or Gypsy	0.0	0.1
White - any other White background	4.1	3.4
Mixed - White & Black Caribbean	2.5	1.2
Mixed - White & Black African	0.4	0.4
Mixed - White & Asian	0.4	0.7
Mixed - any other mixed background	4.2	1.3
Asian or Asian British - Indian	10.5	2.5
Asian or Asian British - Pakistani	0.8	3.3
Asian or Asian British - Bangladeshi	0.1	1.3
Asian or Asian British - any other Asian background	3.3	1.2
Black or Black British - Caribbean	1.2	1.4
Black or Black British - African	15.0	2.6
Black or Black British - any other Black background	5.7	0.5
Chinese	0.1	0.4
Any other ethnic group	3.3	1.2
Parent/pupil preferred not to say	0.0	0.7
Ethnicity not known	0.9	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	52	14	26.9%	33	63.5%	41	78.8%
7	M	65	19	29.2%	43	66.2%	61	93.8%
7	all	117	33	28.2%	76	65.0%	102	87.2%
8	F	57	11	19.3%	29	50.9%	51	89.5%
8	M	62	24	38.7%	47	75.8%	59	95.2%
8	all	119	35	29.4%	76	63.9%	110	92.4%

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%
9	F	81	19	23.5%	54	66.7%	69	85.2%
9	M	85	22	25.9%	52	61.2%	76	89.4%
9	all	166	41	24.7%	106	63.9%	145	87.3%
10	F	94	29	30.9%	72	76.6%	87	92.6%
10	M	105	26	24.8%	64	61.0%	89	84.8%
10	all	199	55	27.6%	136	68.3%	176	88.4%
11	F	106	20	18.9%	60	56.6%	94	88.7%
11	M	103	25	24.3%	56	54.4%	93	90.3%
11	all	209	45	21.5%	116	55.5%	187	89.5%
Overall	F	390	93	23.8%	248	63.6%	342	87.7%
	M	420	116	27.6%	262	62.4%	378	90.0%
	all	810	209	25.8%	510	63.0%	720	88.9%

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.

There are significant variations between year groups in Babington and Fullhurst. There are also variations between boys and girls within some year groups eg Babington year 8 and year 10.

Year Group	Average IMD score		
	Female	Male	All pupils
7	47.7	49.6	48.8
8	45.0	52.8	49.0
9	47.3	47.0	47.1
10	51.3	47.0	49.0
11	45.4	46.8	46.1
IMD for all Years	47.5	48.3	47.9

3. CVA – Prior Attainment

This and other research studies have all shown that prior attainment is the most important predictor of a pupil's performance at each stage, and that deprived pupils 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 pupils 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	19.2	42.3		19.2	11.5					7.7				
N		33.3				33.3				33.3				
2					100									
3		9.1		9.1	45.5	25.5	1.8			9.1				
4				1.6	14.1	70.3	10.9			3.1				
5						55.6	33.3			11.1				
A										100				
no KS Result	20.8	14.6		12.5	25	18.8	8.3							
Total	7.2	11.5		8.2	24.5	35.6	7.2			5.8				
Making 1 Level			45.9		Making 2 Levels			20.3						

KS3 Mathematics against KS2 Mathematics

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B		23.1	7.7	53.8	15.4									
N				66.7										33.3
2				75	25									
3				13.8	46.6	32.8	3.4			3.4				
4					13.8	26.2	50.8	9.2						
5							16.7	58.3	16.7	8.3				
T			100											
no KS Result	2.1	4.2	2.1	29.2	20.8	12.5	16.7	12.5						
Total	0.5	2.4	1.4	17.8	24	20.2	21.6	9.1	1	1.4				0.5
Making 1 Level			34.6		Making 2 Levels			50						

KS3 Science against KS2 Science

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B		25		37.5	37.5									
N					100									
2				100										
3		3.1		12.5	56.2	15.6	3.1			9.4				
4		1.2		3.6	26.5	48.2	16.9	1.2		2.4				
5					3.1	37.5	46.9	6.2		6.2				
T		100												
A			50		50									
no KS Result	6.2	10.4	4.2	14.6	22.9	22.9	10.4	6.2		2.1				
Total	1.4	4.8	1.4	8.7	27.4	32.7	16.8	2.9		3.8				
Making 1 Level			46.8		Making 2 Levels			17.4						

KS3 Reading against KS2 Reading

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	19.2	65.4			7.7					7.7				
N		30.8			38.5	15.4				15.4				
3		33.3			25	33.3				8.3				
4		6.7			21.3	68				4				
5					14.3	47.6	33.3			4.8				
A										100				
no KS Result	20.8	22.9			25	27.1	4.2							
Total	7.2	21.6			21.2	40.4	4.3			5.3				
Making 1 Level		40.3			Making 2 Levels			12.7						

KS3 Writing against KS2 Writing

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	19.2	50			23.1					7.7				
N		33.3			11.1	33.3	11.1			11.1				
3		10.7			37.3	45.3	4			2.7				
4					23.8	47.6	26.2			2.4				
5					14.3	28.6	42.9	14.3						
A										100				
no KS Result	20.8	25			31.2	8.3	10.4	4.2						
Total	7.2	17.3			29.3	30.3	11.1	1.4		3.4				
Making 1 Level		32.1			Making 2 Levels			43.2						

KS3 English against KS2 Reading

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	19.2	42.3		19.2	11.5					7.7				
N		15.4			46.2	15.4				23.1				
3		12.5		16.7	41.7	20.8				8.3				
4		1.3		2.7	25.3	60	6.7			4				
5					4.8	61.9	28.6			4.8				
A										100				
no KS Result	20.8	14.6		12.5	25	18.8	8.3							
Total	7.2	11.5		8.2	24.5	35.6	7.2			5.8				
Making 1 Level		38.4			Making 2 Levels			15.3						

KS3 English against KS2 Writing

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	19.2	42.3		19.2	11.5					7.7				
N		22.2		11.1	22.2	33.3				11.1				
3		5.3		4	36	44	4			6.7				
4				4.8	14.3	61.9	11.9			7.1				
5					14.3	42.9	42.9							
A										100				
no KS Result	20.8	14.6		12.5	25	18.8	8.3							
Total	7.2	11.5		8.2	24.5	35.6	7.2			5.8				
Making 1 Level		35.8			Making 2 Levels			36						

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	31	15		28	14		10	15		35	15	3	27	15	
Reading	41	24		32	19		20	23		45	22		29	22	
Writing	28	13		27	13		6	13		31	13		25	13	
Mathematics	24	15		21	13		21	12		23	13	6	22	13	
Science	27	14		27	14		25	14		21	11	5	16	11	
Percentage of Pupils at Level 4															
English	32	16		22	15		18	18		24	15	16	25	15	
Reading	22	17		18	17		22	18		22	15		21	15	
Writing	31	14		27	15		25	17		34	14		29	14	
Mathematics	23	18		17	18		22	17		19	15	14	24	15	
Science	27	26		25	23		29	21		33	21	18	27	23	
Percentage of Pupils at Level 5 and above															
English	25	63	71	45	65	74	51	63	73	36	66	74	43	67	
Reading	24	55		46	59		45	55		30	60		45	61	
Writing	30	68		43	67		59	66		31	70		43	71	
Mathematics	40	63	73	54	65	74	50	67	77	55	69	76	52	70	
Science	34	54	66	42	58	70	39	61	72	45	64	73	52	64	
English & Mathematics	21	55		39	56		41	57		31	59	71	37	61	
Percentage of Pupils at Level 6 and above															
English	1	27	34	7	25	35	13	25	35	6	23	32	7	25	
Reading	4	22		15	23		9	20		7	21		4	22	
Writing	2	34		4	28		21	31		6	27		13	30	
Mathematics	20	41	52	25	42	53	29	47	57	28	47	56	32	50	
Science	9	24	34	13	25	37	14	30	41	14	31	41	20	33	
English & Mathematics	1	23		7	21		10	22		6	21		6	23	
Percentage of Pupils at Level 7 and above															
English	0	7		1	4		1	6		1	3	8	0	4	
Reading	0	7		2	4		2	5		1	5		0	5	
Writing	1	10		1	7		4	10		1	5		1	8	
Mathematics	3	16		8	17		9	21		11	21	22	10	23	
Science	1	6		2	5		3	10		4	11	15	3	10	
English & Mathematics	2	5		1	3		1	5		1	3		0	3	
Average Point Score															
English	21.70	29.60		25.80	29.40	33.8	24.60	29.60	33.7	24.50	29.90	33.5	25.70	28.30	
Reading	20.40	27.90		25.80	28.20		22.60	27.80		23.00	28.60		25.10	27.10	
Writing	22.70	30.80		25.90	30.00		26.30	30.60		24.50	30.60		26.60	29.30	
Mathematics	25.40	31.90		28.70	32.20	36	28.70	33.20	37.1	30.60	33.60	36.8	30.60	32.70	
Science	24.00	29.50		26.60	29.90	33.6	26.30	30.80	34.3	28.70	31.40	34.3	29.00	31.60	
All Core Subjects	23.68	30.33		27.03	30.49		26.54	31.21		27.95	31.64		28.43	30.89	

	2004		2005		2006		2007		2008	
	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
Cohort Size	176	3573	183	3582	175	3416	175	3505	208	3669

Figure 3.3: Key Stage 4 data for 2008

School Name	Category 2008 Yr 11			5+ A* - C (E + M)			5+ A* - C Overall		
	Ofsted	LA Category	Cohort	2007%	2008%	Trend	2007%	2008%	Trend
Babington CTC	3	3	199	18	22	↑	43	31.6	↓

	2005		2006		2007		2008	
	Target %	Actual %	Target %	Actual %	Target %	Actual %	Target %	Actual %
Eng Level 5+	40	42	42	47	46	36	53	47
Ma Level 5+	40	49	45	46	46	55	57	54
Sc Level 5+	46	38	49	36	45	45	50	55
ICT Level 5+	48	36	58	40	46	50	50	
KS3 APS		29.3		29.0		29.4		
GCSE 5 A*-C	35	52	40	44	49	43	41	32
GCSE 5 A*-C incl EN/MA		15		15	25	20	20	22
GCSE 5A*-G	90	72	90	72	84	78	83	84
GCSE APS (uncapped)	24.5	336.1	260.0	318.9	239.0	355	290.0	

	2005		2006		2007	
	KS2-3	% Rank	KS2-3	% Rank	KS2-3	% Rank
AAT VA	98.8	76	99.4	61	98.4	92
School CVA	100.8 ↑	23	100.7	19	99.8	64
En CVA	100.5 ↑	38	102.1 ↑	5	98.6 ↓	89
Ma CVA	101.0	19	100.1 ↓	47	100.3	40
Sc CVA	100.8	28	100.2	40	100.1	46

	2005				2006				2007			
	KS2-4	% Rank	KS3-4	% Rank	KS2-4	% Rank	KS3-4	% Rank	KS2-4	% Rank	KS3-4	% Rank
AAT VA	947	93	1026	5	958.3	96	1009	30	964	95	1007	32
SchoolCVA	1006	41	1029	4	995.0	65	1000 ↓	52	990	77	998	57
En CVA	1002	12	1002	10	999 ↓	79	999 ↓	77	1001 ↑	31	1002 ↑	25
Ma CVA	999	62	1000	41	995 ↓	99	995 ↓	100	999 ↑	64	999 ↑	76

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	32	37	53	Yes
Proportion achieving L5+ in Sc	46	52	52	Yes
Proportion progressing 2 NC Levels in En KS2-3	5	20	28	Yes
Proportion progressing 2 NC Levels in Ma KS2-3	22	50	50	Yes
Key Stage 4				
Proportion achieving 5 A*-C including En & Ma	20	22	30	Yes
Proportion progressing equivalent of 2 NC Levels in En KS3-4	52	48	52	Yes
Proportion progressing equivalent of 2 NC Levels in Ma KS3-4	14	26	20	Yes
Overall				
Overall absence target	10.5	-	8.0	Yes

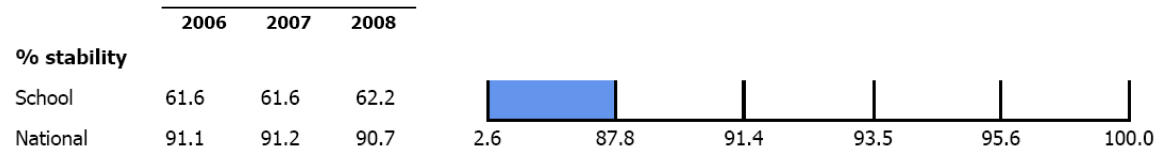
Figure 3.5: Self Evaluation Framework (SEF) data

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



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

There were a total of 516 primary to secondary transfers and 256 other transfers in 2007-2008: out of 772 students, 255 joined the College after the beginning of year 7.

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

Pupils	Schools	
516	37	City primary schools
167	10	other sources of education
77	14	City secondary schools
1	1	County Primary school
7	4	County Secondary schools
2	1	City Special School
2	1	City PRU

Previous School	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Abbey Primary Community School			1	1	1	3
Alderman Richard Hallam Primary	2	2	1	4	1	10
Barley Croft Primary School	12	7	11	19	13	62
Beaumont Lodge Primary School	3	1	3	2	3	12
Belgrave St Peter's C of E Primary School	1		1	1		3
Braunstone Frith Junior School	2	1	1	1	1	6
Bridge Junior School	1		2			3
Buswells Lodge Primary School	19	18	18	19	14	88
Catherine Junior School	2	2	2	1	2	9
Charnwood Primary School	5	2	1			8
Forest Lodge Primary School	2	2	2	4	2	12
Fosse Primary School		1	6	2	1	10
Glebelands Primary School		3		1		4
Hazel Community Primary School	1					1
Heatherbrook Primary School	2	7	14	1	8	32
Inglehurst Junior School	2	1	1	1	1	6
Knighton Fields Primary School				1		1
Marriott Primary School	1					1
Medway Community Primary School			1	1		2

Mellor Community Primary School			1	1		2
Merrydale Junior School	3	3				6
Mowmacre Hill Primary School	2	8	11	18	16	55
Northfield House Primary School			1		1	2
Parks Primary School	1	2	8	5		16
Queensmead Community Primary School	2					2
Queensmead Junior School					1	1
Shaftesbury Junior School	2					2
Shenton Primary School	1	2		2		5
Slater Primary School	1		1			2
Sparkenhoe Community Primary School	4	1		1		6
Spinney Hill Primary School	2	1				3
St Patrick's Catholic Primary School	1					1
Stokes Wood Primary School	2	1	1	1		5
Taylor Road Primary School	7	2	2	6	3	20
Thurnby Lodge Primary School	1					1
Uplands Junior School	1					1
Wolsey House Primary School	6	3	6	5	10	30
Woodstock Primary School	16	15	15	23	14	83
A&T Awaiting Placement	4	19	26	42	58	149
A&T Confirmed at non-LCC LEA School					1	1
A&T Informed Emigrated/Moved abroad					1	1
A&T Referred to EWS				4	2	6
CNRE possible - ONE Team Investigating		2	1			3
ED - Education other than in school			1		1	2
EMS** - Confirmed at non-LCC LEA School	1				1	2
EMS** - Informed Child Emigrated				1		1
EWS - Whereabouts Known - Not In Educ					1	1
ZZED - Educated at Home					1	1
Beaumont Leys Specialist Science School		1	2	1	1	5
Crown Hills Community College		1		2		3
English Martyrs Catholic School				1		1
Fullhurst Community College		1	3		1	5
Hamilton Community College		1	5		1	7
Judgemeadow Community College			2			2
Moat Community College		1	3	2	1	7
New College Leicester		1	4	5	18	28
Riverside Business and Enterprise College			2	2	3	7
Rushey Mead School				1		1
Sir Jonathan North Community College			1			1
Soar Valley College					1	1
St Paul's Catholic School					1	1
The Lancaster School	1	1	1	5		8
Millfield Community School and Centre				1		1
Anstey Martin High School		1				1
Birstall Stonehill High School			3			3
Brookvale High School					1	1
Wreake Valley Community College				1	1	2
Children's Hospital School				2		2
Individual Learning Centre				1	1	2
Grand Total	113	114	165	192	188	772

5. Student Numbers

Figure 5.1: Student admissions allocation prior to appeals

	PAN	LAC	CPR	PA	SIB	SEN	LINK	REL	DIST	TOTAL
2008	210]	0	0	28	23	1	12	0	108
2007	210	1	1	33	23	1	13	0	24	118
2006	210	1	0	52	15	2	16	0	22	134
2005	210	0	1	34	26	0	21	0	19	148

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** Pupils 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 live 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
Barley Croft Primary School	11	27%	34%	38%	73%	42%	39%
Buswells Lodge Primary School	19	515	745	565	665	55%	42%
Taylor Road Primary School	8	48%	48%	71%	77%	80%	77%
Wolsey House Primary School	5	65%	72%	67%	60%	61%	73%
Woodstock Primary School	14	41%	24%	23%	23%	33%	38%
Other (incl. County schools)	56						
Total Number of Pupils	113						

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
Babington	900	1,073	900	-	+ 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 Babington Community College priorities identified are as follows:

- Student achievement: supporting 2 levels of progress per Key Stage through a sharp refocus on classroom-based Assessment for Learning in all subjects.
- Development of middle leaders' skills: intervention, focused staff development.
- Review and development of Schemes of Work – new curriculum – planning for progression – AfL approaches to be integrated.
- Implementation of renewed Marking & Assessment Policy for learning.
- Improved use of data and tracking of student progress.

In addition, there is targeted support in the following areas, all of which have been incorporated into the Raising Achievement Plan (RAP) for the College:

English:

- Subject leader: intervention, focused staff development (as appropriate).
- APP development.
- Help identify specific needs/ of target student groups & strategies.

Mathematics:

- Support new subject leader (tbc).
- Support introduction of APP.
- Intervention with target groups.

Science:

- Support SL in effective and appropriate leadership and management of change.
- Support introduction and development of new APP.

ICT:

- Support subject leadership development & implementation of new curriculum, APP.

Behaviour & Attendance:

- SEAL: Continue to pull development plans rigorously back to impact on learning achievement: What will it look like in the classroom? How can SEAL enhance AfL strategies for learning?