

Executive Summary

New College Leicester serves a catchment area that has significant levels of social, economic and educational disadvantage. Over the last five years there has been a dramatic reduction in the number on roll. The College is now smaller than average and the original Planned Admissions Number (PAN) has been reduced to 180. Students come from a range of different backgrounds, but most are White British. The proportions of students eligible for free school meals and those with learning difficulties and disabilities are significantly higher than average.

The College was placed in Special Measures in 2003 and in 2005 gained its worst ever examination results: 10% 5 A*-C. It was also identified as having the worst truancy numbers of any school nationally. In order to address long-standing problems, the College has been in receipt of considerable support from the local authority (LA) and the Department for Education and Skills (DCSF) in recent years. The Executive Principal was appointed in December 2005 and the Principal started in January 2006. The Governing Body was replaced by an interim executive board (IEB). From this point the College began a radical transformation, staffing changed rapidly, new policy was implemented and all expectations moved upwards. As a result the College was removed from Special Measures in March 2006 and from Notice to Improve in May 2007.

The College is now becoming more popular resulting in an increase in pupil numbers. Over the past three years the Year 7 cohort has increased year on year (86 in 2006, 117 in 2007, 158 in 2008). The current Year 7 students are from 15 Primary schools. New College Leicester has 5 main feeder primary schools, 3 of which have been below the 55% Key Stage 2 Level 4 target for at least 1 or more years.

The College serves an area of high levels of social and economic deprivation. 25% of students are in the most deprived 5% and 72% are in the most deprived 10% of IMD scores nationally. Over 28% of students are eligible for Free School Meals, which is well above the national average as is the 32% of students identified with Special Educational Needs. A recent Voluntary Action Leicester survey showed that the average reading age of adults in the area is 7. The population is predominantly white British with many of the families having lived in the area for generations. However there is a steady increase in the number of ethnic minorities in the College and 34 languages are currently spoken.

Attendance is below the National target, although greatly improved from 79% to 91% over the past three years. Earlu indicators show this improvement will continue this academic year. 20% of Year 11 students who left the college in 2007 were identified as NEET, but this figure is decreasing. Both fixed term and permanent exclusions have significantly reduced across all year groups. In school strategies to increase student engagement with the curriculum and to raise aspirations and confidence in their own abilities to succeed have impacted on these figures.

Overall standards in Key Stage 3 and Key Stage 4 further increased in 2008 building on the progress and attainment made since 2006. Students made better progress at Key stage 3 in English than they did in Maths and Science. Attainment at Key Stage 4 was 9% above target for 5A*-C but 5% below 5A*-C inc English and Maths (40% and 20%). The 20% 5A*-C including English and Maths remains well below the National target of 30%.

The College has worked hard to accelerate the relentless drive to raise standards and improve achievement by increasing the proportion of good and outstanding teaching. Teaching has improved through effective team teaching and teacher's role modelling good practice. As a result, standards of attainment are slowly improving and achievement is accelerating across the College. Tracking of students' progress is now much better understood by all staff. Students as well as teachers are proud of their College and much more focused on raising standards.

Options Appraisal

1. **New College Leicester to remain the same**

The evidence clearly illustrates that although there has been significant progress within the college it remains fragile and needs the continuing support from both the DCSF and LCC. Numerous development opportunities are currently being discussed which would enable the college to provide a central community resource and become the Hub for regeneration within the local area. This would also create the opportunity to work closely with all sectors within education thus ensuring a smooth transition between the different stages. This would be particularly important in tackling the high number of NEET students.

2. **Increased intervention and support**

The College currently receives a significant amount of 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 College has greatly benefited from the involvement of an Executive Headteacher, who together with the substantive Principal led the radical transformation within the College. The Executive Headteacher role ceased in November 2007.

4. **Federation**

A Soft federation with a local school would not bring any additional benefits to the College at this present time.

5. **Trust**

It is highly unlikely that a high achieving school would want to establish a Trust in partnership with New College. The College would not be supported by the Schools Specialist and Academies Trust to become a Trust school in its own right because it is a National Challenge school.

6. **Academy**

An Academy proposal for New College was previously considered in 2004 but the plans were abandoned in 2007 following the significant improvement in all aspects of the work of the college. However should recent progress not be sustained at the current rate then the decision should be reviewed.

7. **Closure**

Pupil number predictions indicate that there will be sufficient numbers to fill a 900-place College on the current New College campus.

Supporting Data

1. General Information	4
Figure 1.1: Basic Characteristics of the College	5
Figure 1.2: Number of students on roll at the start of October 08.....	6
Figure 1.3: Data Summary Table	7
2. Census Information	8
Figure 2.1: Key Indicators by Ward.....	8
Figure 2.2: Key Indicators by Year Group.....	8
Figure 2.3: Plotted addresses for registered students	9
Figure 2.4: Ethnic Groups	10
Figure 2.5: % of pupils in IMD Ranks.....	11
Figure 2.6: Average IMD Score	12
3. CVA – Prior Attainment	13
Figure 3.1: Key Stage 3 - % of students making progress from each KS2 Level to each KS3 level.....	13
Figure 3.2: Key Stage 3 Reporting - % of children achieving national thresholds in English, Reading, Writing, Mathematics, Science, English & Mathematics + APS - 5 year trend	15
Figure 3.3: Key Stage 4 data for 2008	16
Figure 3.4: Agreed Targets	17
Figure 3.5: Self Evaluation Framework (SEF) data	17
4. Turbulence	18
Figure 4.1: Raise Online data for % Stability	18
Figure 4.2: Primary and Secondary student transfers during 2007-2008.....	18
5. Student Numbers	20
Figure 5.1: Student admissions allocation before appeals	20
Figure 5.2: Primary transfers in September 2008 showing % Key Stage 2 English & Maths Level 4.....	20
Figure 5.3: Student Projections (to be verified).....	21
6. National Challenge – additional support	22

1. General Information

New College Leicester serves a catchment that has significant levels of social, economic and educational disadvantage. Over the last five years there has been a dramatic reduction in the number on roll. The College is now smaller than average. Students come from a range of different backgrounds, but most are White British. The proportions of students eligible for free school meals and those with learning difficulties and disabilities are significantly higher than average.

The College was placed in Special Measures in 2003 and in 2005 gained its worst ever examination results: 10% 5 A*-C. It was also identified as having the worst truancy numbers of any school nationally.

In order to address long-standing problems, the College has been in receipt of considerable support from the local authority (LA) and the Department for Education and Skills (DCSF) in recent years. The Executive Principal was appointed in December 2005 and the Principal started in January 2006. The Governing Body was replaced by an interim executive board (IEB). From this point the College began a radical transformation, staffing changed rapidly, new policy was implemented and all expectations moved upwards. As a result the College was removed from Special Measures in March 2006 and from Notice to Improve in May 2007.

As a result of the inspection in May 2007, the College was asked to:

- accelerate the relentless drive to raise standards and improve achievement by increasing the proportion of good and outstanding teaching;
- ensure that students of all ages develop the essential personal and academic skills that will contribute to their future economic well-being; and
- strengthen the weaker aspects of the curriculum, including the sixth form and provision for citizenship, careers education and PSHE.

The Ofsted Monitoring visit of May 2008 reported that the College is making good progress in addressing the issues for improvement and in raising the students' achievement.

The College has worked hard to accelerate the relentless drive to raise standards and improve achievement by increasing the proportion of good and outstanding teaching. Teaching has improved through effective team teaching and teachers role modelling good practice. As a result, standards of attainment are slowly improving and achievement is accelerating across the College. Tracking of students' progress is now much better understood by all staff. Students as well as teachers are proud of their College and much more focused on raising standards. Comprehensive data analysis indicates that there will be a significant improvement in standards in the 2008 national tests, exceeding floor targets for the first time in the College's history.

In their efforts to ensure that students develop the essential personal and academic skills that will contribute to their future economic well-being, the College has more rigorous systems in place to support individual students at risk of underachieving. Attendance has improved and is above local authority targets and persistent absentees have reduced from 103 to 32 students.

There are a lot more opportunities for students to take on roles and responsibilities in the College, such as mentoring younger students and raising money for local and national charities. A good example is the 'veg shop', where older students prepare organic vegetable boxes to sell to local residents. This mini enterprise is a non profit making activity and develops students' personal and financial skills. Across the College, students of all ages report they feel more valued and respected.

Some of the younger students even help with staff appointments and, as the Principal commented, are 'never wrong'.

Aspects of the curriculum, including the curriculum on offer in the sixth form, provision for citizenship, careers education and PSCHE (Personal, Social, Citizenship and Health Education) have improved. There are now many more appropriate courses available that meet the needs of the wide range of ability through a consortium of local schools. Of note is the high quality provision for NVQ level 2 hair and beauty therapy course available at Key Stage 4 and post 16. Students are now much better prepared for their future economic well-being through good work placements in Key Stage 4 and a stronger focus on developing students' financial awareness. Students report that they enjoy PSCHE, which is now a regular feature of the curriculum provision at all key stages.

External support by the Local Authority and other consultants has been effective in supporting the College through a difficult period. There is a greater sense of consistency, rigour and ambition. The determination of the Principal has established strong leadership at all levels. The College is now well placed to make continued improvements.

Figure 1.1: Basic Characteristics of the College

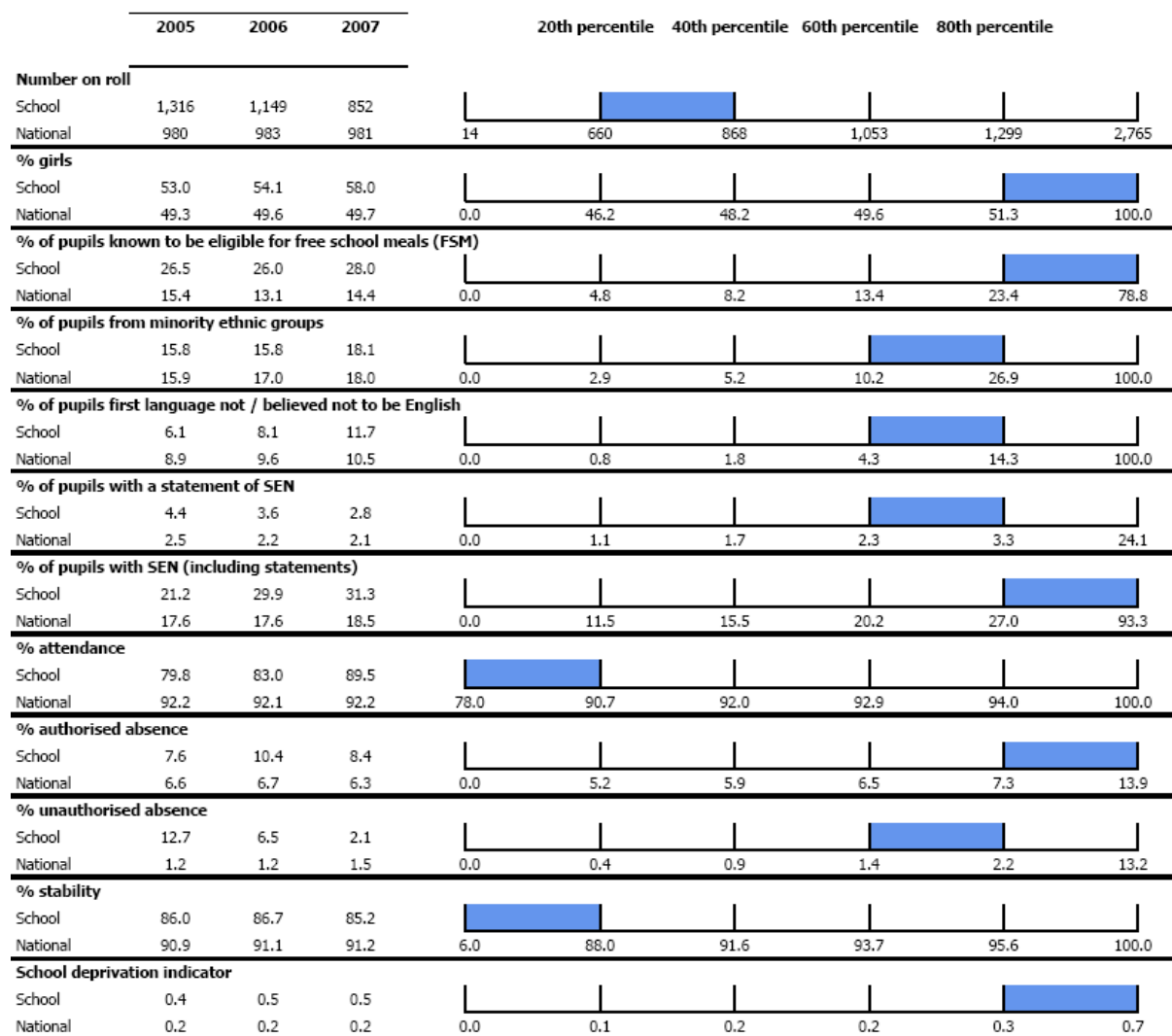


Figure 1.2: Number of students on roll at the start of October 08

	2004	2005	2006	2007	2008	October 2008		
						F	M	Total
Year 7					158			
Year 8					117			
Year 9		215	150	134	88			
Year 10					145			
Year 11		224	235	196	145			
Total					653			

Figure 1.3: Data Summary Table

New College Leicester												DCSF No: 4005					
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	2007	Unauthor Absence	Fixed term	Permanent
758		637	596	578	673	666	32.7%	9.2%	14.7%	27.1%	91.4%	26.2%	91.4%	1.6%	3.7%	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 Childcare: Not applicable		6		2005 2006 2007		35.5 43.2 42		17.3 18.8 16.3					
Key Stage 3																	
Key Stage 4																	
English and Mathematics 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	24.0%	27.0%	40.0%	34.0%	1.7%	15.8%	0.9%	10.0%	8.0%	81.0%			26.7%	3.3%			
2006	27.0%	34.0%	43.0%	37.0%	8.2%	18.2%	4.1%	27.0%	15.0%	86.0%			19.0%	7.7%			
2007	41.0%	50.0%	53.0%	44.0%	16.3%	25.2%	5.9%	29.0%	14.0%	91.4%	22.2%	949,567	879,07	32.2%	10.6%		
FFT Type D Estimates																	
2008	54.9%	65.9%	68.4%	60.1%	31.3%	46.8%	31.1%	15.8%	22.4%	48.1%	17.6%						
2009	53.4%	61.8%	65.0%	55.1%	22.7%	44.3%	34.7%	20.4%	23.8%	49.6%	19.5%						
2010	56.9%	65.9%	66.5%	60.3%	23.8%	46.0%	40.0%	25.7%	38.5%	24.4%							
2011																	
Year Group	NCR 2008	PAN	Non-standard Leavers 06/07	Non-Standard Starters 06/07	Turbulence 06/07												
Year 7	124	360	8	18	12.6												
Year 8	92		15	16	14.6												
Year 9	146		18	11	13.7												
Year 10	144		10	11	10												
Year 11	171		11	12	10.5												
Year 12	58																
Year 13	15																
						Leadership Judgement Good			National Challenge School Group 2366 Forest Lodge Primary School 4005 New College Leicester 7221 West Gate 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 New Parks 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
New Parks	68.4	6.9	7.4	13.3	9.9
Braunstone Park and Rowley Fields	9.0	10.7	9.0	17.0	12.4
Fosse	8.1	15.8	13.5	23.0	8.4
Western Park	4.8	27.6	22.3	29.6	6.0
Stoneygate	1.5	22.2	19.1	86.5	20.1
Charnwood	1.3	10.4	8.8	55.1	20.3
Abbey	0.8	8.3	7.4	26.0	12.6
Beaumont Leys	0.8	13.3	14.3	25.5	13.6
Belgrave	0.7	12.4	8.4	81.8	24.4
Spinney Hills	0.7	11.4	8.9	90.9	30.3
England		19.8	20.7	10.3	15.1

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	91	51.6 / 48.4	46.2	19.8	12.1	42.9	0
Year 8	145	35.9 / 64.1	31.7	20.0	13.1	31.7	0
Year 9	144	45.8 / 54.2	27.1	14.6	11.8	30.6	2
Year 10	173	45.7 / 54.3	27.2	12.7	7.5	36.4	4
Year 11	236	46.2 / 53.8	19.9	21.6	14.8	25.0	3
Post-Compulsory	63	7.9 / 92.1	4.8	20.6	7.9	25.4	1

Figure 2.3: Plotted addresses for registered students

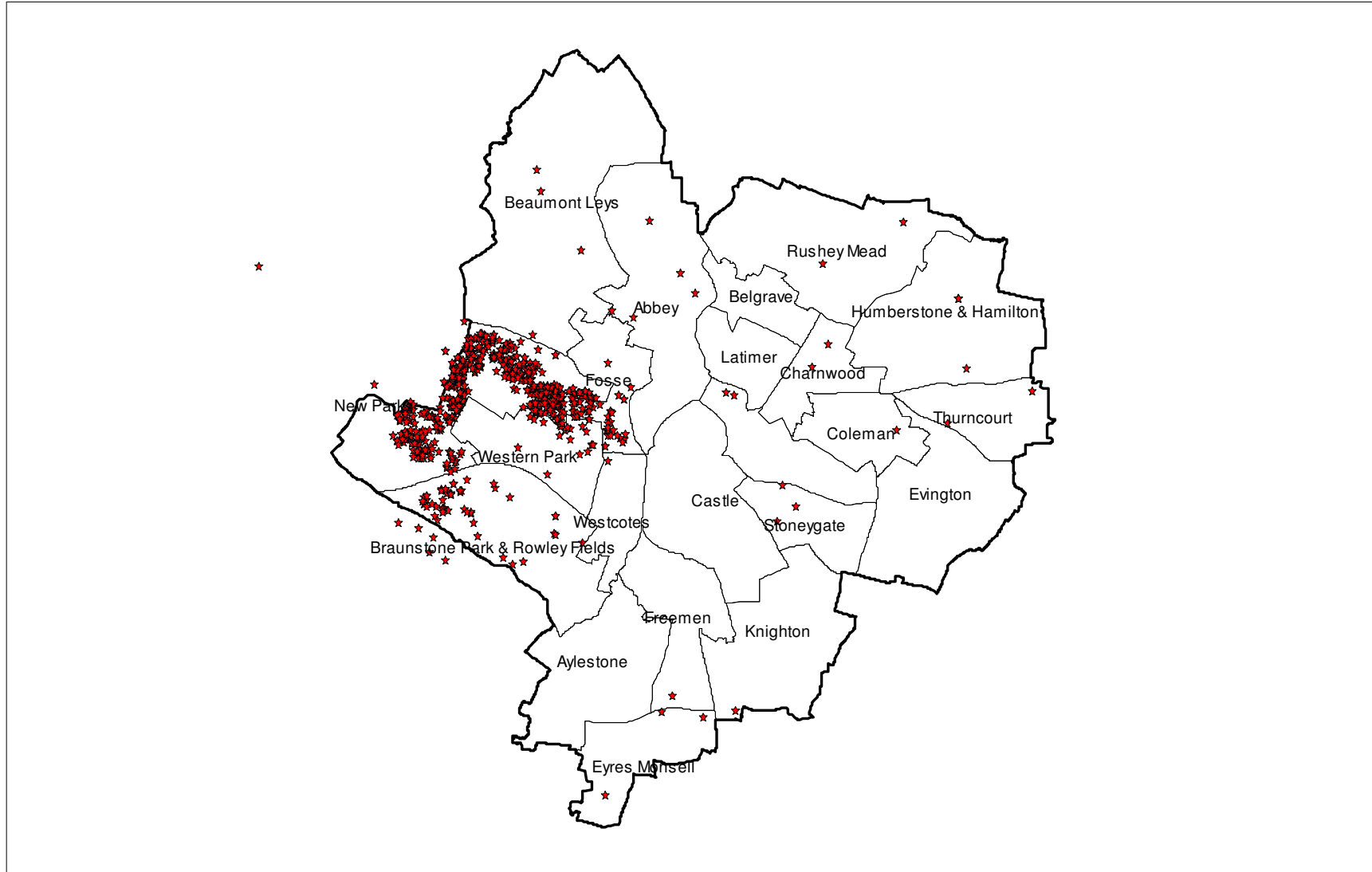


Figure 2.4: Ethnic Groups

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	79.8	77.5
White - Irish	0.5	0.4
White - Traveller of Irish heritage	0.0	0.1
White - Romany or Gypsy	0.2	0.1
White - any other White background	4.3	2.9
Mixed - White & Black Caribbean	1.3	1.1
Mixed - White & Black African	0.2	0.4
Mixed - White & Asian	0.5	0.7
Mixed - any other mixed background	2.8	1.2
Asian or Asian British - Indian	1.9	2.4
Asian or Asian British - Pakistani	0.0	3.2
Asian or Asian British - Bangladeshi	0.0	1.3
Asian or Asian British - any other Asian background	0.5	1.0
Black or Black British - Caribbean	0.6	1.4
Black or Black British - African	2.6	2.5
Black or Black British - any other Black background	1.5	0.5
Chinese	0.1	0.4
Any other ethnic group	1.1	1.1
Parent/pupil preferred not to say	1.3	0.8
Ethnicity not known	0.8	0.9

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	76	21	27.6%	60	78.9%	73	96.1%
7	M	86	10	11.6%	57	66.3%	75	87.2%
7	all	162	31	19.1%	117	72.2%	148	91.4%
8	F	66	21	31.8%	53	80.3%	60	90.9%
8	M	55	14	25.5%	42	76.4%	53	96.4%
8	all	121	35	28.9%	95	78.5%	113	93.4%
9	F	41	5	12.2%	24	58.5%	36	87.8%
9	M	53	13	24.5%	35	66.0%	49	92.5%
9	all	94	18	19.1%	59	62.8%	85	90.4%
10	F	93	24	25.8%	69	74.2%	85	91.4%
10	M	56	15	26.8%	44	78.6%	51	91.1%
10	all	149	39	26.2%	113	75.8%	136	91.3%
11	F	83	31	37.3%	61	73.5%	76	91.6%
11	M	65	14	21.5%	38	58.5%	57	87.7%
11	all	148	45	30.4%	99	66.9%	133	89.9%
age 11 - 16	F	359	102	28.4%	267	74.4%	330	91.9%
age 11 - 16	M	315	66	21.0%	216	68.6%	285	90.5%
age 11 - 16	all	674	168	24.9%	483	71.7%	615	91.2%
12	F	34	7	20.6%	22	64.7%	28	82.4%
12	M	4	2	50.0%	4	100.0%	4	100.0%
12	all	38	9	23.7%	26	68.4%	32	84.2%
13	F	22	6	27.3%	13	59.1%	20	90.9%
13	M	8	1	12.5%	6	75.0%	8	100.0%
13	all	30	7	23.3%	19	63.3%	28	93.3%
14	F	11	1	9.1%	10	90.9%	11	100.0%
14	M	1		0.0%	1	100.0%	1	100.0%
14	all	12	1	8.3%	11	91.7%	12	100.0%
Sixth form	F	67	14	20.9%	45	67.2%	59	88.1%
	M	13	3	23.1%	11	84.6%	13	100.0%
	all	80	17	21.3%	56	70.0%	72	90.0%
Overall	F	426	116	27.2%	312	73.2%	389	91.3%
	M	328	69	21.0%	227	69.2%	298	90.9%
	all	754	185	24.5%	539	71.5%	687	91.1%

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 New College, Babington and Fullhurst.

Year Group	Average IMD score		
	Female	Male	All pupils
7	50.6	44.5	47.4
8	50.3	49.7	50.0
9	42.8	47.1	45.2
10	49.3	49.5	49.4
11	49.9	44.8	47.7
12	44.8	60.9	46.5
13	46.6	48.2	47.0
14	49.2	51.1	49.3
IMD for all Years	48.7	47.0	48.0

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 students 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	50	8.3			25		8.3			8.3				
N				33.3	33.3	33.3								
2	33.3				33.3					33.3				
3	2.6	2.6		2.6	28.2	53.8				7.7				2.6
4					1.4	64.3	24.3	1.4		4.3				4.3
5						11.1	55.6	33.3						
A							100							
no KS Result	33.3	11.1				22.2	22.2	11.1						
Total	7.5	2.1		1.4	11.6	47.9	17.8	3.4		5.5				2.7
Making 1 Level				47	Making 2 Levels		39.2							

KS3 Mathematics against KS2 Mathematics

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B			12.5	37.5	25					25				
N		16.7	16.7	50		16.7								
2				33.3	66.7									
3				30.3	27.3	15.2	6.1			18.2				3
4				1.5	13.2	50	30.9			4.4				
5						5.9	29.4	52.9	5.9	5.9				
A				50										50
no KS Result		11.1		33.3		22.2	33.3							
Total		1.4	1.4	15.1	15.1	29.5	21.2	6.2	0.7	8.2				1.4
Making 1 Level				39.6	Making 2 Levels		34.1							

KS3 Science against KS2 Science

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	14.3			28.6	42.9					14.3				
N				100										
2										100				
3				22.2	55.6	11.1				11.1				
4				5	33.3	46.7	6.7			8.3				
5				4.3	10.9	26.1	30.4	17.4		10.9				
A					50	50								
no KS Result		22.2		22.2		22.2	33.3							
Total	0.7	1.4		10.3	26.7	30.8	14.4	5.5		10.3				
Making 1 Level				40	Making 2 Levels		12.9							

KS3 Reading against KS2 Reading

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	50	25			8.3	8.3				8.3				
N	11.1	55.6			11.1	11.1				11.1				
3		30.8			38.5	15.4				15.4				
4	1.4	9.7			11.1	48.6	15.3	5.6		2.8				5.6
5					10	33.3	26.7	26.7		3.3				
A							100							
no KS Result	33.3	11.1				22.2	11.1	22.2						
Total	7.5	13.7			12.3	34.9	14.4	9.6		4.8				2.7
Making 1 Level	36.4		Making 2 Levels			24.6								

KS3 Writing against KS2 Writing

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	50				16.7	25	8.3							
N	28.6					71.4								
3		1.5			6	68.7	16.4			4.5				3
4						47.9	45.8			2.1				4.2
5							100							
A							100							
no KS Result	33.3	11.1				22.2	22.2	11.1						
Total	7.5	1.4			4.1	54.1	26.7	0.7		2.7				2.7
Making 1 Level	22		Making 2 Levels			72								

KS3 English against KS2 Reading

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	50	8.3			25		8.3			8.3				
N	11.1			11.1	44.4	22.2				11.1				
3					46.2	38.5				15.4				
4	1.4	1.4		1.4	5.6	65.3	16.7			2.8				5.6
5						46.7	33.3	13.3		6.7				
A							100							
no KS Result	33.3	11.1				22.2	22.2	11.1						
Total	7.5	2.1		1.4	11.6	47.9	17.8	3.4		5.5				2.7
Making 1 Level	48.5		Making 2 Levels			25								

KS3 English against KS2 Writing

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	50	8.3			25		8.3			8.3				
N	28.6			14.3	42.9	14.3								
3		1.5		1.5	14.9	64.2	6			9				3
4					2.1	50	35.4	6.2		2.1				4.2
5							50	50						
A							100							
no KS Result	33.3	11.1				22.2	22.2	11.1						
Total	7.5	2.1		1.4	11.6	47.9	17.8	3.4		5.5				2.7
Making 1 Level	27.3		Making 2 Levels			61.8								

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	14	15		25	14		27	15		24	15	3	11	15		
Reading	30	24		24	19		32	23		40	22		22	22		
Writing	9	13		37	13		27	13		14	13		9	13		
Mathematics	17	15		19	13		19	12		19	13	6	18	13		
Science	18	14		24	14		23	14		19	11	5	12	11		
Percentage of Pupils at Level 4																
English	20	16		25	15		27	18		23	15	16	12	15		
Reading	19	17		24	17		19	18		19	15		13	15		
Writing	14	14		33	15		36	17		22	14		4	14		
Mathematics	24	18		26	18		28	17		27	15	14	15	15		
Science	34	26		31	23		30	21		35	21	18	27	23		
Percentage of Pupils at Level 5 and above																
English	51	63	71	27	65	74	34	63	73	50	66	74	71	67		
Reading	36	55		31	59		39	55		38	60		61	61		
Writing	64	68		18	67		24	66		62	70		84	71		
Mathematics	45	63	73	40	65	74	43	67	77	53	69	76	58	70		
Science	34	54	66	34	58	70	37	61	72	44	64	73	51	64		
English & Mathematics	40	55		22	56		27	57		41	59	71	56	61		
Percentage of Pupils at Level 6 and above																
English	17	27	34	4	25	35	7	25	35	7	23	32	22	25		
Reading	16	22		8	23		11	20		6	21		25	22		
Writing	25	34		2	28		7	31		12	27		28	30		
Mathematics	24	41	52	19	42	53	21	47	57	24	47	56	28	50		
Science	8	24	34	8	25	37	10	30	41	6	31	41	20	33		
English & Mathematics	14	23		3	21		6	22		6	21		15	23		
Percentage of Pupils at Level 7 and above																
English	2	7		0	4		1	6		0	3	8	4	4		
Reading	4	7		0	4		1	5		0	5		10	5		
Writing	2	10		0	7		2	10		1	5		1	8		
Mathematics	6	16		3	17		5	21		7	21	22	7	23		
Science	1	6		0	5		1	10		1	11	15	5	10		
English & Mathematics	1	5		0	3		1	5		0	3		1	3		
Average Point Score																
English	25.30	29.60		20.00	29.40	33.8	23.40	29.60	33.7	27.10	29.90	33.5	29.20	28.30		
Reading	22.70	27.90		20.40	28.20		23.50	27.80		24.30	28.60		28.00	27.10		
Writing	28.10	30.80		20.40	30.00		22.50	30.60		29.40	30.60		31.00	29.30		
Mathematics	26.70	31.90		25.40	32.20	36	27.00	33.20	37.1	30.30	33.60	36.8	28.80	32.70		
Science	24.60	29.50		24.60	29.90	33.6	25.50	30.80	34.3	28.30	31.40	34.3	27.90	31.60		
All Core Subjects	25.52	30.33		23.33	30.49		25.30	31.21		28.58	31.64		28.62	30.89		
Cohort Size																
Cohort Size	2004		2005		2006		2007		2008		2004		2005		2006	
	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
	287	3573	248	3582	176	3416	139	3505	146	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
New College	3	4	165	14	20	↑	29	40	↑

	2005		2006		2007		2008	
	Target %	Actual %	Target %	Actual %	Target %	Actual %	Target %	Actual %
Eng Level 5+	50	27	58	34	45	48	68/30	
Ma Level 5+	49	42	55	43	50	50	65/28	
Sc Level 5+	47	34	50	38	46	42	57/29	
ICT Level 5+	45	31	35	26	50	40	51/21	
KS3 APS		28.6		28.8		29.4		
GCSE 5 A*-C	28	10	38	27	30	28	31	
GCSE 5 A*-C incl EN/MA		7.5		15	25	14	25	
GCSE 5A*-G		58	82	62.3		68	81	
GCSE APS (uncapped)	26	146	270		250	207	255	

	2005		2006		2007	
	KS2-3	% Rank	KS2-3	% Rank	KS2-3	% Rank
AAT VA	95.8 ↓	100	96.9 ↑	100	97.6	98
School CVA	97.1 ↓	100	98.7 ↑	93	98.6	95
En CVA	95.8 ↓	100	98.8 ↑	83	99.2	74
Ma CVA	97.5 ↓	100	98.4 ↑	95	98.2	96
Sc CVA	98.0	99	99.0 ↑	88	98.2	96

	2005				2006				2007			
	KS2-4	% Rank	KS3-4	% Rank	KS2-4	% Rank	KS3-4	% Rank	KS2-4	% Rank	KS3-4	% Rank
AAT CVA	882 ↓	100			n/a	n/a			923	100	982	89
SchoolCVA	937 ↓	100			942	100			939	100	968	98
En CVA	997	93			999 ↑	75			994	99	999	83
Ma CVA	995 ↓	97			993 ↓	100			994	99	998	87

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

Figure 3.4: Agreed Targets

	2007 Actual	2008 Target	2009 Target	Level of challenge appropriately high
Key Stage 3				
Proportion achieving L5+ in En and Ma	32%	En:68 Ma:65	47%	Yes The cohort's ability/reading ages on entry were lower than current Y9 or 10. There are only 95 students. Many have learning or behavioural difficulties. Targets are well above current progress and in line with, or above, FFT "B". All are below the RAISE median.
Proportion achieving L5+ in Sc	43%	57%	57%	
Proportion progressing 2 NC Levels in En KS2-3	15%	n/a	23%	
Proportion progressing 2 NC Levels in Ma KS2-3	27%	n/a	44%	
Key Stage 4				
Proportion achieving 5 A*-C including En & Ma	14%	25%	25%	Yes The cohort's ability was lower on entry than the current Y11 cohort. Targets are all well above current progress rates and are at or near FFT "D" projections. The College knows this target is below the floor target, but I believe its achievement would represent good progress.
Proportion progressing equivalent of 2 NC Levels in En KS3-4	40%	n/a	45%	
Proportion progressing equivalent of 2 NC Levels in Ma KS3-4	14%	n/a	19%	
Overall				
Overall absence target	10.5%	9%	8%	Yes

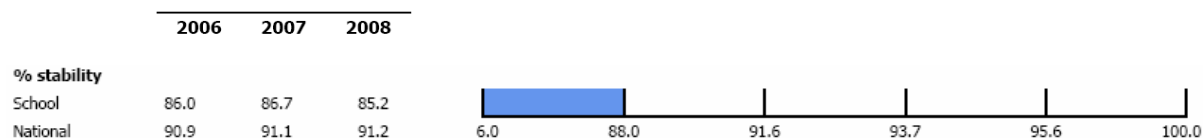
Figure 3.5: Self Evaluation Framework (SEF) data

Section		Main School		Sixth Form	
		Ofsted May-07	Current CIP	Ofsted May-07	Current CIP
3	Achievement	3	3	3	3
	Standards	4	4	3	4
4	Personal development and well being	3	3	3	3
5a	Quality of teaching and learning	3	3	3	3
5b	Quality of the curriculum and other activities	3	3	3	4
5c	Quality of care, guidance, support for learners	2	2	2	3
6	Effectiveness and efficiency of leadership and management	2	2	3	3
7a	Overall effectiveness	3	3		
7b	Improvement since last inspection	1	Y		
7c	Capacity to make further improvement	1	1		
7e	Effectiveness and efficiency of the sixth form			3	3

4. Turbulence

The Raise Online was collected from the School Census data 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



There were a total of 558 primary to secondary transfers and 95 other transfers in 2007-2008: out of 653 students, 95 joined the College after the beginning of year 7.

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

Pupils	Schools	
553	19	City primary schools
39	4	other sources of education
37	13	City secondary schools
5	3	County Primary school
14	8	County Secondary schools
4	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	2
Beaumont Lodge Primary School	1					1
Braunstone Community Primary School	4	4				8
Crescent Junior School			2	7	9	18
Braunstone Frith Junior School	31	18	15	15	18	97
Buswells Lodge Primary School	1					1
Evington Valley Primary School		1				1
Forest Lodge Primary School	32	23	14	30	20	119
Dovelands Primary School	1	1		2	1	5
Folville Junior School			1	1		2
Fosse Primary School	1	3	2	7	2	15
Inglehurst Junior School	26	21	17	17	31	112
Overdale Junior School	1					1
Parks Primary School	29	18	12	19	25	103
Queensmead Community Primary School	4		1	1		6
Shaftesbury Junior School		1	1	1	2	5
Slater Primary School	2	1		1		4
Stokes Wood Primary School	16	11	4	10	9	50
Taylor Road Primary School		1			1	2
Wyvern Primary School	1					1

New College Leicester

Business Case

Previous School	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
A&T Awaiting Placement	4	1	6	11	12	34
A&T Referred to EWS					1	1
ED - Education other than in school	1					1
EMS** - Confirmed at non-LCC LEA School				2	1	3
Beaumont Leys Specialist Science School	1	2	2	1		6
Crown Hills Community College		1	1	1		3
English Martyrs Catholic School		1	1			2
Fullhurst Community College		1	1	2	1	5
Hamilton Community College	1			2	1	4
Judgemeadow Community College		1				1
Moat Community College					1	1
Riverside Business and Enterprise College		2		2	2	6
Rushey Mead School				1	1	2
Sir Jonathan North Community College			1		1	2
St Paul's Catholic School				1		1
The City of Leicester College				1		1
The Lancaster School		2	1			3
Glenfield Primary School		1			1	2
The Hall School, Glenfield		1			1	2
Seagrave Village Primary School					1	1
Anstey Martin High School			2	2		4
Birstall Stonehill High School			1	1		2
Brockington College			1			1
Brookvale High School			1	2		3
Market Bosworth High School				1		1
Wigston Abington High		1				1
Winstanley Community College				1		1
Wreake Valley Community College			1			1
Children's Hospital School				3	1	4
Grand Total	158	117	88	145	145	653

5. Student Numbers

Figure 5.1: Student admissions allocation before appeals

	PAN	LAC	CPR	PA	SIB	SEN	LINK	REL	DIST	TOTAL
2008	180	0	1	125	1	1	4	0	4	149
2007	180	1	0	66	0	9	2	0	5	98
2006	360	1	0	66	2	0	0	0	2	116
2005	360	0	1	106	7	1	4	0	5	175

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 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

Main Primary Schools	No.	2003	2004	2005	2006	2007	2008
Braunstone Frith	31	22	43	41	48	34	68
Forest Lodge	32	36	30	58	47	36	62
Inglehurst	26	68	64	61	64	67	64
Parks Primary	29	41	47	37	78	70	65
Stokes Wood	16	62	42	63	41	76	55

Key: 1 or more 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
New College	900	480	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 New College Leicester priorities identified 4 key levers to raise progress & achievement of all learners:

- Effective use of data
- Planning for progression
- Assessment for learning in lessons
- Appropriate resources to support students' learning.

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

English:

Progress of more able – targeting L 6+:

- Support planning development.
- APP at KS 3.

Maths & English identification and development of skills needed for progress in both subjects.

Mathematics:

Priority target group KS 4 –Ds to Cs:

- Support staff in developing KS 4 planning and delivery – pace and challenge.
- Support planning 1 year GCSE.
- Support KS 3 reviewing planning for progression and new.

Maths & English identification & development of skills needed for progress in both subjects.

Science:

KS 3 target group: Level 3/4 to 5:

- Continued support of planning and delivery for progression.
- Standardisation of teacher assessment (all key stages).