

Executive Summary

Riverside Business and Enterprise College is a school that has a turbulent history. In 2003 it was placed in Special Measures following an Ofsted inspection which further exacerbated an already poor reputation within the local community; a large number of parent/carers within the local community continue to choose to send their children to County schools.

Despite being removed from category in 2005 the college's popularity continued to decline and student numbers remain well below the Planned Admission Number (PAN) of 180. Over the past three years, on average, only 70 students have been admitted into Year 7 at the start of September.

The current Year 7 cohort of 69 students are from 19 Primary schools. Riverside has 4 main feeder primary schools, 2 of which are currently in Special Measures, whilst the other 2 schools have been below the 55% Key Stage 2 Level 4 target for at least 1 or more years.

Of the 572 students currently attending the College 36% have moved to Riverside after the start of Year 7. There is a significant influx of students, particularly into Years 9-11, currently 59 from other Leicester schools, and 93 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. 26% of students are in the most deprived 5% and 51% are in the most deprived 10% of IMD scores nationally. Over 31% of students are eligible for Free School Meals which is well above the national average as is the proportion of students identified with Special Educational Needs.

Attendance is below the National target despite significant resources being used to address this issue. 22% 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

Overall standards in Key Stage 3 and Key Stage 4 were lower in 2008 and did not build on the progress and attainment made in 2007. Students made better progress in Maths than they did in English and Science. Attainment at Key Stage 4 was 1% above target for both 5A*-C and 5A*-C inc English and Maths. (32% and 22%). The 22% 5A*-C including English and Maths remains well below the National target of 30%.

The College faces a number of significant challenges in relation to its longer term future. There are areas of underperformance leading to inadequate outcomes for learners. Much of this has been as a result of the turbulence and fragility of staffing, particularly in the core subjects. The acting Principal, together with other senior staff and governing body have ensured that morale amongst staff has remained high. However a number of key members of staff are now looking at professional opportunities outside the college because of the perceived uncertainty for the future of Riverside.

Options Appraisal

1. Riverside to remain the same

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

2. Increased intervention and support

The College currently receives a significant amount of both Financial and Practical support but this has not made any significant impact upon raising standards or increasing student numbers.

3. Executive Headteacher

Although an Executive Headteacher working with the Acting Principal might enable levels of attainment to increase it would not improve the perception of the College within the community in the short term, so would not address the major issues around pupil places

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 Riverside because of its current vulnerable position.

5. Trust

It is highly unlikely that a high achieving school would wish to establish a Trust in partnership with Riverside. 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 based at Riverside could lead to a significant reduction in the number of children who live in Leicester but attend schools across the County Border and those who opt to travel to other schools within Leicester City.

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

An Academy solution should be fully explored with potential sponsors, including the possibility of a collaborative Academy with Fullhurst Community College.

7. Closure

Student number predictions indicate that there will be sufficient numbers to fill a 600 place College on the current Riverside campus. Significant changes to the current provision will be required in order to

attract students who currently go outside the City Boundaries and to other City schools for their Secondary Education.

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1. General Information

The Acting Principal took up his post in September 2007.

The College serves an area with high levels of social and economic deprivation in the south-west of Leicester. The proportion of students eligible for free school meals is well above the national average, as is the proportion of students with learning difficulties and disabilities. English is an additional language for a growing number of students and about one in five speak languages such as Polish, Slovakian and Gujarati. The college has a rich ethnic mix of students, with nearly half coming from European, Asian, Black African and mixed backgrounds.

Riverside Business and Enterprise College is a school that has experienced a turbulent history. In 2003 it was placed in Special Measures following an Ofsted inspection at which point an already poor reputation within the local community and Leicester City was further tarnished. Following the appointment of a new Principal, the College experienced a number of successes that resulted in their removal from Special Measures in 2005. Despite this, students numbers have continued to remain well below the Planned Admission Number (PAN) and only 70 (2006), 65 (2007) and 71 (2008) students were registered in Year 7 at the start of the Academic Year.

A Section 5 Ofsted inspection took place 27-28 March 2007. The following areas were identified for improvement:

- Increase the pace of learning through activities that engage students actively and better match the needs of the full range of students in each group.
- Improve the analysis and interpretation of existing assessment data in subjects to provide better identification of potential underachievement.
- Record the outcomes of the College's review processes more evaluatively, especially in subject departments, to judge the effect of actions taken.
- Engage students more effectively in recognising achievement to raise the status and value of education among them.

Whilst there is some teaching and learning that is good and better, there are still pockets of practice that are not yet good enough, leading to some inadequate outcomes for learners. Much of this has been as a result of the turbulence and fragility of staffing, particularly in the core subjects. The Principal has been working with the Local Authority to try and address this through solutions that are aimed at benefiting other West Leicester schools and their communities.

The proposed solutions include:

- Appointing additional Advanced Subject Teachers (ASTs);
- Developing training, professional development and accreditation routes through the NCSL and the university; and
- Working with the EIP to support management and link to the core subject 'hubs'.

Four staff left the College at the end of the last academic year and four new staff were appointed. These included a new Assistant Principal with a brief to lead on the development of Literacy, two ASTs (English and PE) and a PE specialist, to lead on Healthy Schools. An existing member of the English team was appointed on a two-year basis to the post of Head of English.

The College continues to suffer from high levels of turbulence exacerbated by the low levels of admissions in KS3. Admissions last year of 195 EAL students, other students new to the city and students with attendance and behaviour problems from other city schools has impacted upon academic performance.

College Improvement Plan Priorities

- To increase the pace of learning through activities that engage students actively and better match the needs of the full range of students in each group.
- To improve the use of assessment data to provide better identification of potential underachievement.
- To engage students more effectively in recognising achievement to raise the status and value of education among them.
- To develop the curriculum and key skills.
- To develop the Business and Enterprise specialism.
- To effectively utilise the Secondary Strategy and interventions.
- To continue to improve behaviour and attendance.

Riverside Business and Enterprise College serves its young people in a context of continuing challenging circumstances. The leadership and management of the acting 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.

Overall standards in Key Stage 3 and Key Stage 4 were lower in 2008 and did not build on the progress and attainment made in 2007. Students made better progress in Maths than they did in English and Science. Attainment at Key Stage 4 was 1% above target for both 5A*-C and 5A*-C including English and Maths (32% and 22%). The 22% 5A*-C including English and Maths remains well below the National target of 30%.

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, especially in the way that they feel the college values them as individuals. The way the College prepares students for the world of work is strength, with a wide range of vocational and life-skills courses within the curriculum. Good work has been done this year on improving the link between the assessment data gathering system and using this information to monitor and promote individual student progress at subject level. Students generally behave well, though the college is aware of the continued need to improve the attendance and punctuality of some.

The College knows itself well; its strengths and its development needs, and it is reasonably well placed to secure the necessary improvements identified through its self-evaluation. However, it also clearly has a number of significant challenges that it is currently facing, particularly as the College community engages with the developing strategy for the longer-term future of the College. The acting Principal has been instrumental in helping to shape the possible educational landscape for this area of the city during this period of transition. To help ensure that progress is sustainable and that recent achievements can be built upon, the College will continue to need high levels of support.

Figure 1.1: Basic Characteristics of the College

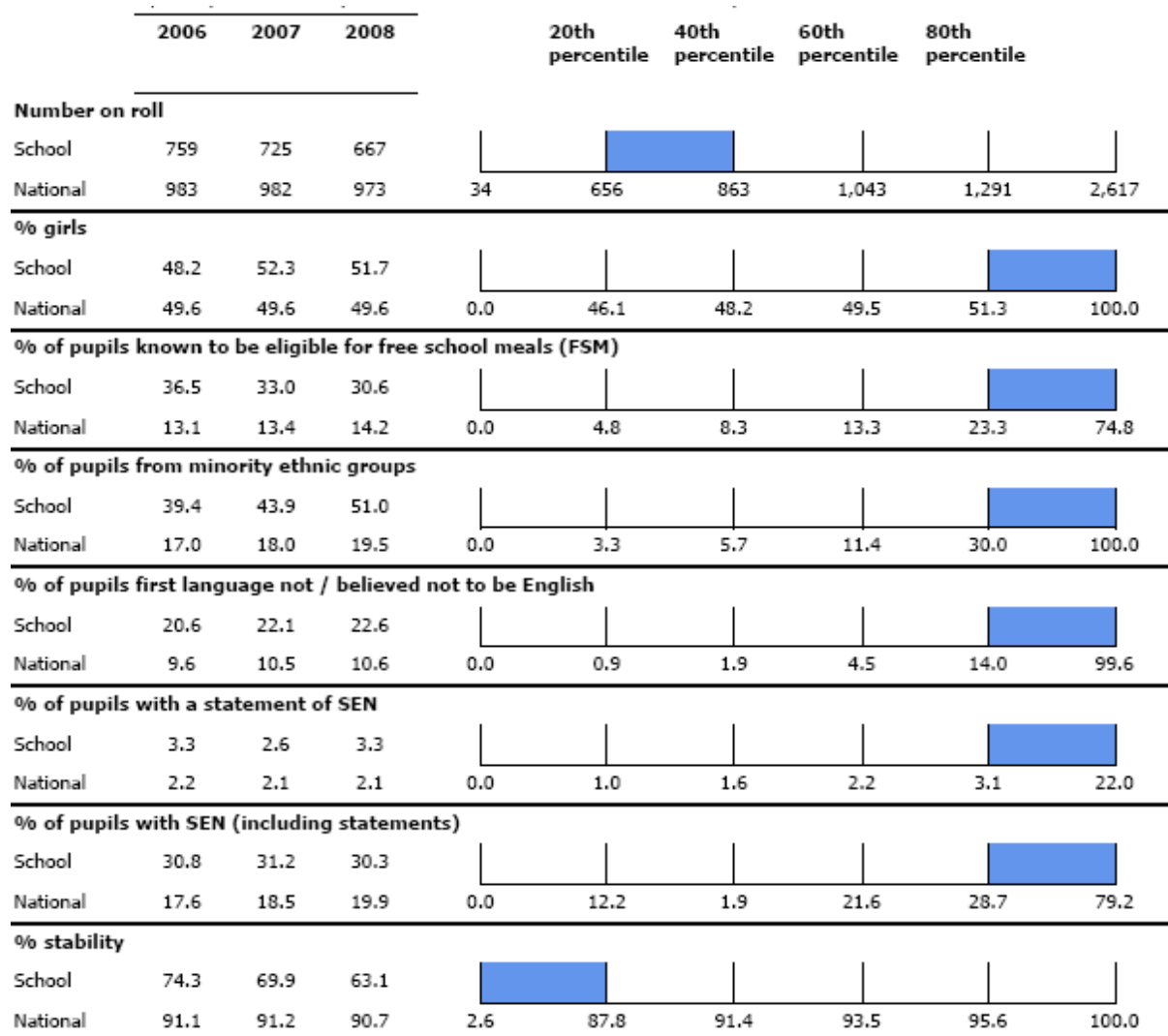


Figure 1.2: Number of students on roll at the start of each academic year

The number on roll continues to decline, with only 72 students currently in Y7.

	2004	2005	2006	2007	2008	Oct 2008
Year 7	127	119	70	65	71	72
Year 8		124	131	116	69	73
Year 9			135	139	129	127
Year 10				141	162	158
Year 11					153	156

Figure 1.3: Data Summary Table

Riverside Business and Enterprise College												DCSF No: 4252																									
Context: 5 Year Forecast												Attendance		Exclusions																							
Number on Roll		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013		2007		Fixed term		Permanent																					
667		651		626		579		546		528		90.8%		4.8%		0.1%																					
Governance												Post 16		L2 Qualifications		L3 Qualifications																					
Ofsted												2005		35.5		18.1																					
Satisfactory												2006		44.4		25																					
Full core offer: Yes												2007		49.7		26.3																					
Childcare: Not applicab																																					
Current Context												NEET																									
5 Year Forecast		%SEN		%EAL		%BME		%FSM		%IMD 30		%IMD 5		2007		2007																					
		30.3%		25.5%		50.5%		30.6%		71.3%		26.3%		90.8%		22.0%																					
Parental Pref Transfer Appeals												NEET																									
Parental Pref Transfer Appeals		Parental Pref Mid-Year appeals		Parental Pref Mid-Year appeals		Parental Pref Mid-Year appeals		Parental Pref Mid-Year appeals		Parental Pref Mid-Year appeals		Parental Pref Mid-Year appeals		Parental Pref Mid-Year appeals		Parental Pref Mid-Year appeals																					
		31.0%		6.0%		31.0%		23.0%		86.0%		23.0%		23.0%		23.0%																					
		34.4%		9.4%		30.0%		23.0%		94.0%		23.0%		23.0%		23.0%																					
		42.3%		15.6%		32.9%		23.1%		93.1%		29.5%		982.272		987.31																					
		45.9%		20.5%		20.5%		100.337		20.5%		20.5%		20.5%		20.5%																					
		45.9%		20.5%		20.5%		100.337		20.5%		20.5%		20.5%		20.5%																					
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		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									
43.0%		50.0%		55.0%		45.0%		45.0%		17.4%		39.6%		6.0%		31.0%		23.0%		86.0%		23.0%		23.0%		46.7%		20.1%									
30.0%		34.0%		50.0%		36.0%		36.0%		8.7%		34.4%		9.4%		30.0%		23.0%		94.0%		23.0%		31.5%		21.8%											
40.0%		48.0%		57.0%		51.0%		51.0%		20.5%		42.3%		15.6%		32.9%		23.1%		93.1%		29.5%		38.5%		19.5%											
FFT Type D Estimates																																					
49.3%		62.4%		60.9%		55.1%		55.1%		26.0%		45.4%		33.6%		21.1%		26.4%		26.4%		26.4%		44.7%		17.8%											
48.7%		59.1%		61.8%		54.8%		54.8%		25.2%		42.6%		41.7%		26.8%		34.6%		34.6%		34.6%		54.3%		21.5%											
51.4%		59.0%		70.8%		58.1%		58.1%		27.1%		45.9%		36.0%		21.3%		25.9%		25.9%		25.9%		38.5%		19.5%											
Year Group		NOR 2008		PAN		Non-standard Leavers 06/07		Non-standard Starters 06/07		Turbulence 06/07																											
Year 7		67		180		17		59		50.3																											
Year 8		119				16		24		22.7																											
Year 9		155				17		32		27.5																											
Year 10		149				16		32		19.7																											
Year 11		177				4		8		4.5																											
Year 12																																					
Year 13																																					

National Challenge School Group	
4252	Riverside Business and Enterprise College
2228	Granby Primary School
2283	Montrose School
7218	Ellesmere College
2267	St Mary's Fields Infant and Nursery School
2000	Caidecote Community Primary School

Leadership Judgement:
Satisfactory at present but fragile because of numbers

National Challenge School Group	
4252	Riverside Business and Enterprise College
2228	Granby Primary School
2283	Montrose School
7218	Ellesmere College
2267	St Mary's Fields Infant and Nursery School
2000	Caidecote Community 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 Braunstone Park and Rowley Fields ward.

This data is plotted in full overleaf on Figure 2.3.

Figure 2.1: Key Indicators by Ward

	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Over-crowded households
Braunstone Park and Rowley Fields	45.9	10.7	9.0	17.0	12.4
Westcotes	9.0	28.8	20.1	47.4	13.9
New Parks	7.5	6.9	7.4	13.3	9.9
Eyres Monsell	6.6	5.6	6.1	9.8	13.6
Western Park	4.8	27.6	22.3	29.6	6.0
Freemen	4.8	16.3	11.9	17.2	12.5
Castle	3.3	34.2	26.1	39.2	10.6
Ravenhurst and Fosse	3.0	12.2	13.6	28.6	10.9
Aylestone	2.7	15.6	15.9	13.1	8.4
Fosse	2.5	15.8	13.5	23.0	8.4
England		19.2	20.1	23.5	14.6

Coverage: 99%

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	67	65.7 / 34.3	40.3	49.3	28.4	35.8	0
Year 8	119	43.7 / 56.3	29.4	41.2	17.6	37.8	1
Year 9	154	44.2 / 55.8	35.1	70.8	22.1	29.2	0
Year 10	150	46.0 / 54.0	30.0	44.7	25.3	25.3	0
Year 11	177	50.3 / 49.7	24.3	46.3	22.0	28.2	1

Figure 2.3: Plotted addresses for registered students

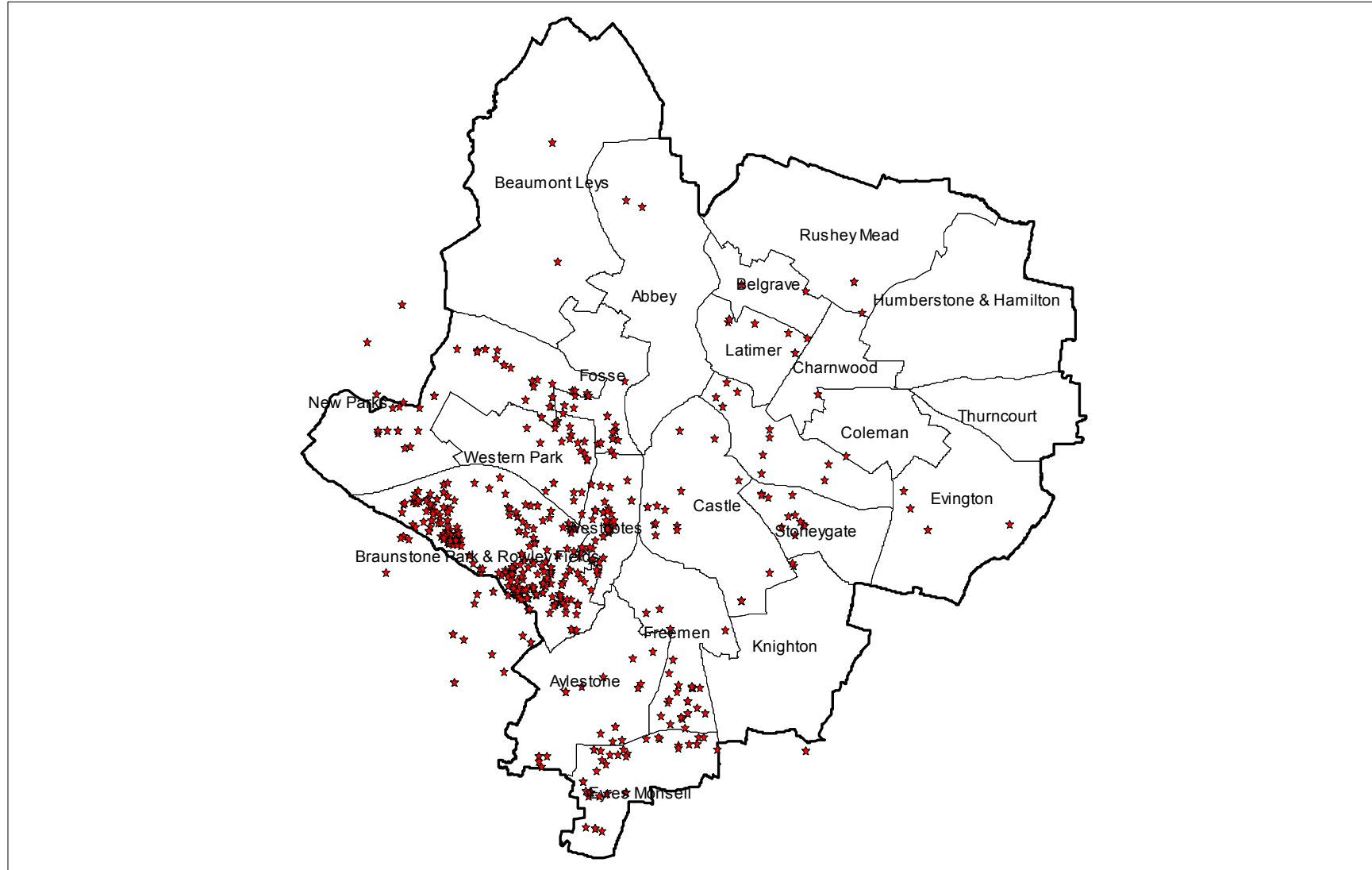


Figure 2.4: Ethnic Groups

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	48.0	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	23.7	3.4
Mixed - White & Black Caribbean	2.2	1.2
Mixed - White & Black African	0.4	0.4
Mixed - White & Asian	0.6	0.7
Mixed - any other mixed background	1.2	1.3
Asian or Asian British - Indian	8.4	2.5
Asian or Asian British - Pakistani	0.4	3.3
Asian or Asian British - Bangladeshi	0.0	1.3
Asian or Asian British - any other Asian background	3.0	1.2
Black or Black British - Caribbean	1.5	1.4
Black or Black British - African	7.2	2.6
Black or Black British - any other Black background	0.6	0.5
Chinese	0.6	0.4
Any other ethnic group	0.7	1.2
Parent/pupil preferred not to say	1.0	0.7
Ethnicity not known	0.0	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.

Year Group	Gender	Cohort	no in bottom 5%	% in bottom 5%	No in bottom 10%	% in bottom 10%	in bottom 30%	% in bottom 30
7	F	26	5	19.2%	11	42.3%	17	65.4%
7	M	46	11	23.9%	21	45.7%	33	71.7%
7	all	72	16	22.2%	32	44.4%	50	69.4%
8	F	27	4	14.8%	12	44.4%	15	55.6%
8	M	46	20	43.5%	27	58.7%	34	73.9%
8	all	73	24	32.9%	39	53.4%	49	67.1%
9	F	67	18	26.9%	34	50.7%	52	77.6%
9	M	61	15	24.6%	33	54.1%	42	68.9%
9	all	128	33	25.8%	67	52.3%	94	73.4%
10	F	88	23	26.1%	49	55.7%	64	72.7%
10	M	69	20	29.0%	35	50.7%	46	66.7%
10	all	157	43	27.4%	84	53.5%	110	70.1%
11	F	83	18	21.7%	37	44.6%	54	65.1%
11	M	72	21	29.2%	38	52.8%	55	76.4%
11	all	155	39	25.2%	75	48.4%	109	70.3%
Overall	F	291	68	23.4%	143	49.1%	202	69.4%
	M	294	87	29.6%	154	52.4%	210	71.4%
	all	585	155	26.5%	297	50.8%	412	70.4%

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.

Year Group	Average IMD score		
	Female	Male	All students
7	38.5	41.4	40.3
8	36.6	47.1	43.2
9	43.8	43.2	43.5
10	44.1	42.4	43.4
11	40.0	43.8	41.8
IMD for all Years	41.7	43.5	42.6

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	18.8	37.5		12.5	6.2	6.2				12.5				6.2
N		66.7			33.3									
2						100								
3	5.4	10.8		16.2	40.5	18.9				8.1				
4		2		3.9	21.6	47.1	19.6			3.9				2
5						15.4	69.2	15.4						
A						50								50
no KS Result		11.4		14.3	37.1	8.6	5.7			8.6		14.3		
Total	3.2	10.8		9.5	25.9	24.7	13.3	1.3		6.3		3.2		1.9
Making 1 Level	40.3			21.5										
Making 2 Levels						21.5								

KS3 Mathematics against KS2 Mathematics

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B		33.3	8.3	41.7	8.3									8.3
N		33.3		33.3	33.3									
2				100										
3				25.5	44.7	21.3	2.1							6.4
4				2.3	4.5	47.7	40.9	2.3		2.3				
5						9.1	54.5	27.3						9.1
A				33.3		33.3								33.3
no KS Result		2.9	5.7	31.4	14.3	22.9	8.6	8.6						5.7
Total		3.8	1.9	21.5	19	25.9	17.7	4.4		0.6				5.1
Making 1 Level	46.1			33.3										
Making 2 Levels						33.3								

KS3 Science against KS2 Science

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	14.3		14.3	14.3	28.6					28.6				
N			33.3	66.7										
3	4.8	4.8	4.8	28.6	47.6	4.8				4.8				
4				11.9	33.9	37.3	15.3			1.7				
5				3.3	10	23.3	56.7	6.7						
A					33.3	66.7								
no KS Result		11.4	2.9	22.9	42.9	8.6	11.4							
Total	1.3	3.2	2.5	15.8	32.3	22.2	19	1.3		2.5				
Making 1 Level	43.3			12										
Making 2 Levels						12								

KS3 Reading against KS2 Reading

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	18.8	62.5			6.2					6.2				6.2
N		71.4			28.6									
3	10.5	73.7			10.5					5.3				
4		33.9			19.6	33.9	5.4			5.4				1.8
5		4.3			8.7	39.1	43.5	4.3						
A						50								50
no KS Result		54.3			14.3	5.7	2.9			8.6		14.3		
Total	3.2	43			14.6	19.6	8.9	0.6		5.1		3.2		1.9
Making 1 Level			26.1		Making 2 Levels	6.9								

KS3 Writing against KS2 Writing

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	18.8	37.5			18.8	12.5				6.2				6.2
N		60			40									
3	3.6	7.3			29.1	43.6	14.5							1.8
4					7.5	45	27.5	17.5		2.5				
5							40	60						
A							50							50
no KS Result		11.4			28.6	28.6	8.6	2.9		5.7		14.3		
Total	3.2	10.8			21.5	34.2	15.8	7		2.5		3.2		1.9
Making 1 Level			30.3		Making 2 Levels	55.6								

KS3 English against KS2 Reading

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	18.8	37.5		12.5	6.2	6.2				12.5				6.2
N		28.6		14.3	28.6	28.6								
3	10.5	21.1		10.5	36.8	10.5				10.5				
4				8.9	32.1	39.3	12.5			5.4				1.8
5		4.3				34.8	52.2	8.7						
A						50								50
no KS Result		11.4		14.3	37.1	8.6	5.7			8.6		14.3		
Total	3.2	10.8		9.5	25.9	24.7	13.3	1.3		6.3		3.2		1.9
Making 1 Level			35.3		Making 2 Levels	16								

KS3 English against KS2 Writing

	B	N	2	3	4	5	6	7	8	A	M	T	V	X
B	18.8	37.5		12.5	6.2	6.2				12.5				6.2
N		60		20						20				
3	3.6	7.3		9.1	38.2	32.7	1.8			5.5				1.8
4				5	15	37.5	37.5	2.5		2.5				
5						20	60	20						
A						50								50
no KS Result		11.4		14.3	37.1	8.6	5.7			8.6		14.3		
Total	3.2	10.8		9.5	25.9	24.7	13.3	1.3		6.3		3.2		1.9
Making 1 Level			33.6		Making 2 Levels	36.2								

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	18	15		15	14		26	15		21	15	3	24	15	
Reading	36	24		26	19		34	23		29	22		47	22	
Writing	12	13		10	13		22	13		19	13		14	13	
Mathematics	24	15		13	13		15	12		19	13	6	29	13	
Science	27	14		18	14		26	14		18	11	5	23	11	
Percentage of Pupils at Level 4															
English	26	16		22	15		22	18		22	15	16	26	15	
Reading	19	17		21	17		20	18		20	15		15	15	
Writing	21	14		19	15		24	17		25	14		22	14	
Mathematics	25	18		21	18		21	17		19	15	14	20	15	
Science	27	26		26	23		26	21		28	21	18	32	23	
Percentage of Pupils at Level 5 and above															
English	48	63	71	50	65	74	34	63	73	48	66	74	40	67	
Reading	38	55		41	59		30	55		42	60		30	61	
Writing	59	68		59	67		39	66		48	70		58	71	
Mathematics	45	63	73	55	65	74	49	67	77	56	69	76	51	70	
Science	37	54	66	45	58	70	36	61	72	51	64	73	42	64	
English & Mathematics	39	55		43	56		30	57		40	59	71	35	61	
Percentage of Pupils at Level 6 and above															
English	7	27	34	11	25	35	8	25	35	8	23	32	15	25	
Reading	12	22		7	23		9	20		5	21		10	22	
Writing	5	34		19	28		8	31		8	27		23	30	
Mathematics	29	41	52	35	42	53	31	47	57	34	47	56	23	50	
Science	9	24	34	15	25	37	11	30	41	22	31	41	20	33	
English & Mathematics	6	23		9	21		7	22		6	21		12	23	
Percentage of Pupils at Level 7 and above															
English	0	7		1	4		1	6		0	3	8	1	4	
Reading	1	7		0	4		1	5		0	5		1	5	
Writing	0	10		2	7		1	10		0	5		7	8	
Mathematics	10	16		13	17		13	21		11	21	22	5	23	
Science	1	6		2	5		1	10		3	11	15	1	10	
English & Mathematics	0	5		1	3		1	5		0	3		1	3	
Average Point Score															
English	26.00	29.60		25.70	29.40	33.8	21.80	29.60	33.7	25.50	29.90	33.5	25.00	28.30	
Reading	23.90	27.90		23.40	28.20		20.90	27.80		23.90	28.60		21.10	27.10	
Writing	27.30	30.80		27.70	30.00		23.40	30.60		26.00	30.60		28.50	29.30	
Mathematics	28.70	31.90		29.30	32.20	36	27.70	33.20	37.1	30.40	33.60	36.8	28.00	32.70	
Science	24.80	29.50		26.70	29.90	33.6	24.80	30.80	34.3	29.10	31.40	34.3	28.40	31.60	
All Core Subjects	26.51	30.33		27.22	30.49		24.76	31.21		28.35	31.64		27.11	30.89	

	2004	
	Sch	LA
Cohort Size	173	3573

	2005	
	Sch	LA
Cohort Size	175	3582

	2006	
	Sch	LA
Cohort Size	152	3416

	2007	
	Sch	LA
Cohort Size	144	3505

	2008	
	Sch	LA
Cohort Size	158	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
Riverside CC	3	4	170	22	22	↔	29	32	↑

	2005		2006		2007		2008	
	Target %	Actual %	Target %	Actual %	Target %	Actual %	Target %	Actual %
Eng Level 5+	52	49	43	34	46	47	59	40
Ma Level 5+	57	54	46	50	50	56	52	51
Sc Level 5+	52	44	42	36	44	50	50	42
ICT Level 5+	50	60	40	46	45	45	50	
KS3 APS	-	31.1	-	29.5	-	30.5	33.5	
GCSE 5 A*-C	30	30	33	30	35	33	31	32
GCSE 5 A*-C incl EN/MA	-	22		23	17	23	21	22
GCSE 5A*-G	68	72	73	76	84	84	72	
GCSE APS (uncapped)	250	213	275	230	289	259	270	

	2005		2006		2007	
	KS2-3	% Rank	KS2-3	% Rank	KS2-3	% Rank
AAT VA	98.3	85	98.0	93	99.3	75
School CVA	100.1 ↑	53	99.6	71	100.3 ↑	38
En CVA	99.7	63	99.5	67	99.5	69
Ma CVA	100.3 ↑	38	100.5	31	100.5	31
Sc CVA	100.0 ↑	60	99.3 ↓	80	100.1 ↑	18

	2005				2006				2007			
	KS2-4	% Rank	KS3-4	% Rank	KS2-4	% Rank	KS3-4	% Rank	KS2-4	% Rank	KS3-4	% Rank
SchoolCVA	961	99	969↓	99	971	96	979	94	974	94	980	92
En CVA	1000	51	1001	32	999	75	999↓	74	998	81	1000	64
Ma CVA	999	74	999	72	998	87	1000	67	999	74	1000	63

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	39	35	50	Yes
Proportion achieving L5+ in Sc	50	42	57	Yes
Proportion progressing 2 NC Levels in En KS2-3	14	22	30	Yes
Proportion progressing 2 NC Levels in Ma KS2-3	27	33	50	Yes
Key Stage 4				
Proportion achieving 5 A*-C including En & Ma	22	22	31	Yes
Proportion progressing equivalent of 2 NC Levels in En KS3-4	35	-	50	Yes
Proportion progressing equivalent of 2 NC Levels in Ma KS3-4	19	-	30	Yes
Overall				
Overall absence target	9.7	-	8.7	Yes *

* Set below 2007-2008 target and just below FSM Median Quartile

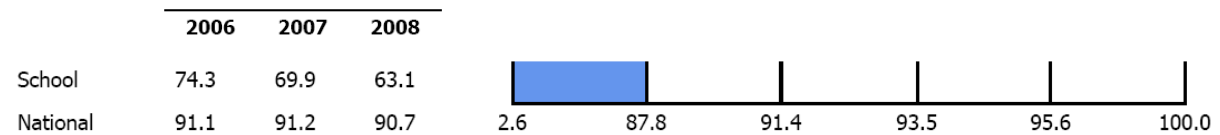
Figure 3.5: Self Evaluation Framework (SEF) data

Section		Ofsted March-07	Current CIP
3	Achievement	3	3
	Standards	4	4
4	Personal development and well being	2	3
5a	Quality of teaching and learning	3	3
5b	Quality of the curriculum and other activities	3	2
5c	Quality of care, guidance, support for learners	2	2
6	Effectiveness and efficiency of leadership and management	2	3
7a	Overall effectiveness	3	3
7b	Improvement since last inspection	3	Yes
7c	Capacity to make further improvement	2	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 Riverside Business and Enterprise College is the high level of turbulence experienced by the College as a result of students joining the College after Year 7 and from other secondary schools in the city and county.

Figure 4.2: Students joining the College after the start of the academic year

	2005 - 2006		2006 - 2007		2007 - 2008	
	In	Out	In	Out	In	Out
Year 7	3	16	7	16	3	9
Year 8	15	15	12	12	73	6
Year 9	18	18	108	10	34	11
Year 10	122	15	26	12	41	12
Year 11	49	43	59	37	47	22
TOTAL	207	107	212	87	198	60
% of published NOR	27%	14%	29%	12%	30%	9%

Figure 4.3: Primary and Secondary student transfers during 2007-2008

There were a total of 365 primary to secondary transfers and 207 other transfers in 2007-2008: out of 572 pupils 207 pupils joined the College after the beginning of year 7.

Pupils	Schools	
361	33	City primary schools
131	8	other sources of education
64	10	City secondary schools
4	1	County Primary school
8	7	County Secondary schools
1	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
Alderman Richard Hallam Primary		1	1	1		3
Avenue Primary School	1	1				2
Braunstone Community Primary School	10	5				15
Crescent Junior School			7	11	14	32
Christ The King Catholic Primary School	1					1
Braunstone Frith Junior School	1	1		2		4
Buswells Lodge Primary School	1					1
Caldecote Community Primary School	18	10	21	25	30	104
Dovelands Primary School	1	4		2	1	8
Eyres Monsell Primary School	2	1	8	3	4	18
Folville Junior School	2	4	4	6	8	24
Forest Lodge Primary School		1				1
Fosse Primary School	2		1	3	1	7
Glebelands Primary School				1		1
Granby Primary School		1		1		2
Hazel Community Primary School	1	5	2	2	3	13
Inglehurst Junior School	1	4	3	6	2	16
Knighton Fields Primary School	1				1	2
Marriott Primary School	1	2	2	1	1	7
Medway Community Primary School	1					1
Mellor Community Primary School				1		1
Montrose School	1		1	1		3
Newry Junior School			4	2	1	7
Overdale Junior School				2	1	3
Parks Primary School				1		1
Queensmead Community Primary School	8		6	2		16
Queensmead Junior School					4	4
Rolleston Primary School		1	1			2
Shaftesbury Junior School	10	9	15	11	10	55
Sparkenhoe Community Primary School			1			1
Stokes Wood Primary School		1				1
Taylor Road Primary School	1					1



Riverside Business and Enterprise College

Business Case

Previous School	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Thurnby Lodge Primary School				1		1
Woodstock Primary School					2	2
A&T Awaiting Placement	4	11	23	36	34	108
A&T Referred to EWS		1	1	2	2	6
EWS - Confirmed at non-LCC LEA School				2		2
EWS - Whereabouts Unknown - Missing				1		1
CNRE possible - ONE Team Investigating		2				2
ED - Education other than in school			1	1	3	5
EMS** - Confirmed at non-LCC LEA School	1		1	2	2	6
EMS** - Informed Child Emigrated					1	1
Beaumont Leys Specialist Science School				1		1
English Martyrs Catholic School				1		1
Fullhurst Community College		4	9		7	20
Hamilton Community College			1	1	2	4
Judgemeadow Community College				1		1
Moat Community College					2	2
New College Leicester			3	12	4	19
Rushey Mead School			1			1
Sir Jonathan North Community College			3	2	3	8
The Lancaster School		1	2	2	2	7
Ravenhurst Primary School			1	1	2	4
Anstey Martin High School		1				1
Birstall Stonehill High School			1			1
King Edward VII School and Sarson Centre					1	1
Roundhill Community College			1			1
South Wigston High School				1	1	2
The Beauchamp College (Oadby)					1	1
Wigston Guthlaxton College					1	1
Children's Hospital School		1				1
Individual Learning Centre				1	1	2
Grand Total	69	73	126	152	152	572

5. Student Numbers

Figure 5.1: Student admissions allocation prior to appeals

	PAN	LAC	CPR	PA	SIB	SEN	LINK	REL	DIST	TOTAL
2008	180	0	0	27	10	2	1	0	17	63
2007	180	0	1	14	15	3	4	0	22	64
2006	180	0	2	32	13	1	2	0	13	83
2005	180	0	1	37	27	1	3	0	17	116

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

Primary School	No.	2003	2004	2005	2006	2007	2008
Braunstone Community Primary School (Special Measures)	10	22%	43%	41%	48%	34%	68%
Caldecote Community Primary School	18	38%	49%	41%	56%	48%	61%
Queensmead Community Primary School (Special Measures)	8				27%	21%	37%
Shaftesbury Junior School	10	45%	53%	61%	46%	59%	63%
Other (incl. County schools)	23						
Total Number of Pupils	69						

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
Riverside	750	545	600	- 150	
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 priorities identified at Riverside Business and Enterprise College are:

- Develop Leadership and management (all levels);
- Intervention strategies and processes: Y11 (5A*-C inc. E&M), Y9 SATs L5+;
- Develop strategy to improve literacy levels of all students; and
- T&L priorities from last Ofsted inspection: appropriate pace in learning; use of assessment data to inform T&L; engagement of students in recognising achievement.

In addition, there is targeted subject specific support in English, Mathematics, Science and ICT in the following areas:

- Focused support for T&L with key staff & students (KS 3 & 4);
- Literacy across the curriculum;
- AfL: development and embedding of classroom practice;
- Ofsted priorities (as appropriate); and
- Support of T&L observations in autumn term.

New Subject Leaders (in co-ordination with in-house support) have been appointed for English and Mathematics, with new curriculum, intervention strategies and (functional) literacy support in English and frequent, ongoing support and guidance requested in Mathematics. In Science there is continued coaching– clearly focused on priorities and key students, clear milestones and evaluation. ICT will benefit from sustainable development and support of the ICT team.

Behaviour and Attendance will receive medium support (up to 5 days per year) with ongoing support for the College Behaviour & Attendance (B&A) lead: specifically in terms of operational planning and development. The Local Authority will support SEAL CPD as appropriate and provide liaison with B&A strategic lead around attendance CPD.

An additional 5 days per year have been identified across the whole College providing support for strategic lead and development of AfL across the College, CPD development & evaluation processes and support for T&L observations in Autumn ½ term as professional input into observations and implications / next steps.