



## Assessor's Evaluation for the IQM Flagship Project



**School** New College Leicester  
Glenfield Road  
Leicester  
Leicestershire  
LE3 6DN

**Head/Principal** Mrs Jane Brown

**IQM Lead** Mrs Karen Simpson

**Date of Review** 22nd March 2023

**Assessor** Mrs Sally Hamson

### **IQM Cluster Programme**

Cluster Group Inclusion Fusion

Ambassador Ms Alison Merrills

Next Meeting TBC

Meeting Focus TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	1st April 2022	Yes
<b>Summer 2022</b>	4th July 2022	Yes
<b>Autumn 2022</b>	15th November 2022	Yes
<b>Spring 2023</b>	7th February 2023	Yes

### **The Impact of the Cluster Group**

New College has attended all cluster meetings so far. They were pleased to be able to present at one, leading a discussion around supporting their English as an Additional Language (EAL) students. New College is championing this area and advocates these pupils, being very ably led by a highly experienced EAL leader. These students are fully immersed in their learning alongside their year groups and lessons are adapted according to their level of need. This ensures that the EAL students feel fully included in all the learning at school. Staff are highly trained, "we have a dripping tap Continuing Professional Development (CPD) programme here". There is an emphasis on discovering what each EAL student wants to do as a career and tailoring lessons and adapting them to meet this desire alongside ensuring that they are also fully integrated in the British Education System.



## Assessor's Evaluation for the IQM Flagship Project



The cluster meeting held at Edgewick Primary School was well received by New College. The focus of this cluster meeting was around reading. This enabled staff at New College to understand why students were not taking books out of their library. They realised that the books at Edgewick Primary School consisted of a mixture of books including those of traditional fairy tales, the main difference was that the main characters came from an ethnic minority background enabling these pupils to feel that they belonged. After recognising this New College purchased more books in their library to meet the needs of their EAL and ethnic minority students. They also conducted a Student Voice activity asking the students what they wanted to read and then acted accordingly.

### Sources of Evidence during IQM Review Day:

- Self-Evaluation document
- A wealth of documentation pertaining to the Project and other aspects of school curriculum to demonstrate cohesion.

### Additional Activities

#### Meetings with:

- Headteacher
- Director of Learning Inclusion Co-ordinator and Special Educational Needs and Disability Coordinator (SENDCo)
- EAL Lead, leading on Research Project
- Head of Citizenship, leading on Research Project
- Head of Health and Wellbeing, leading on Research Project
- Head of Careers programme, leading on Research Project
- Special Educational Needs and Disability (SEND) Governor
- Key members of staff – impact of cluster meetings
- Representatives of Student Parliament
- Break and lunch with random staff and students



### Evaluation of Annual Progress towards the Flagship Project

Leaders at New College are incredibly proud of how well they know their students. Relationships were key to everything that took place at the College.

#### Flagship Project:

#### **In what ways does a coherent active citizenship programme impact on inclusion, mental wellbeing and resilience?**

This project was initially driven by asking the following questions:

- Is the school's provision inclusive enough?
- Are we providing the right activities to encourage our students to want to lead and want to work in the community?

Through addressing these two questions they realised that student participation in the life of the school was vital.

As a result of this the college developed a coherent and bespoke extra-curricular bank of activities for the students to immerse themselves in, which then evolved and a bespoke Personal, Social, Health and Economic (PSHE) programme closely linked to the careers programme was also established.

Leaders at New College worked very closely with the Leicester Enterprise Project (LEP) enabling various speakers to come into the college and talk to the students about potential careers. This has been accessed by every student in the school, empowering them all. Assemblies and Personal Development activities have also been altered accordingly. "We have listened to the student's feedback and this has been so positive. We know that we are broadening their horizons."

There is an innovative careers programme. All students receive a one-to-one progress meeting with their Head of Year based on a careers conversations which take place through the academic year. Alongside this all students meet with a representative from 'Pathways' at Loughborough University and an advisor from 'Connexions' who supports with specific students as required. As well as this all faculties across the college have created and built their own bespoke careers programme linked to their subject. This supports students and enables them to be completely clear as to what careers they could take on if they studied a specific subject. This is all interwoven through the main curriculum that is taught to the students through the year.

To support the students' learning even further, leaders at New College bring exciting experiences and innovative speakers into the school, as they are increasingly aware that the majority of their students have never left their local area. One of these experiences was to invite the National Theatre to perform. Leaders shared the PSHE strand that was being studied at the time enabling the theatre group to create a play matching this area of curriculum development. This was then performed at the school to all students, bringing their PSHE curriculum alive.



## Assessor's Evaluation for the IQM Flagship Project



Throughout this project, leaders and staff have worked relentlessly to improve the life chances for their students. They have conducted numerous pupil voice activities and always respond positively to this feedback. One area that has been developed as a result of this was to ensure that their Lesbian, Gay, Bisexual, Transgender, Queer/ Questioning Other (LGBTQ+) students felt supported as much as the others.

The most recent feedback has demonstrated that this is now the case. One student from the Student Parliament group stated, "I am proud as to how inclusive it has been. I am the leader of the LGBTQ+ club. I was allowed to do this and can refer concerns to the safeguarding team if I feel I need to."

### Agreed Actions for the Next Steps in the Flagship Project

#### Flagship Project:

#### **In what ways does a coherent active citizenship programme impact on inclusion, mental wellbeing and resilience?**

"By potentially rebranding our provision to show its importance to individuals, it is hoped that our young people will report higher levels of self-efficacy, resilience and increased participation. If young people have a say in provision, it will also enhance ownership and lead to more meaningful opportunities being made available for a wider range of students."

This is a whole school project and still in its relatively early stages. Due to this the project will remain ongoing. Leaders are aware that they need to keep rebranding the provision and deepen the learning for the students. They are conscious that this has had an impact already as the students are now talking about voting and even challenging the local councillors when they visit the school on areas in their local community.

The project will evolve further through closer links with:

1. "Celebrating Leicester", a project that celebrates diversity and highlights the depth of historical innovation in the City.
2. The Mentors in Violence Prevention Programme, led by the police. This will upskill students to become mentors enabling them to make the right decisions as they face them in their community.
3. Parental involvement - Leaders at New College want to deepen the involvement of the parents. They will enable them to become more participative in the extra-curricular clubs, the careers development activities and the PSHE programmes that are running through the school.
4. Leaders at New College want to continue to develop the citizenship programme, adapt it as and when needed and create many more opportunities for their students to thrive. This will incorporate numerous events throughout the year promoting belongingness, positive mental health and peer support.



## Assessor's Evaluation for the IQM Flagship Project



### Overview

There is no doubt that New College is a thriving, highly inclusive and exciting place to be. All staff at the college have their students at the heart of all that they do. New College has been on an astonishing journey of improvement over the past few years and is now an extremely supportive place for students and staff. Staff all have exceptionally high expectations for their pupils and deliver equally interesting and engaging lessons to enable these students to achieve. The Headteacher, Jane Brown stated, "we are all one family here, we know our students well, we understand their issues and appreciate the backgrounds that they all come from." She articulated, "we have to take the whole school with us".

The school was inspected by Ofsted in 2017 and it was noted that, "This is a rapidly improving school. The Principal and Governors have established a culture of high expectations of staff and pupils. The four core values of Respect, Responsibility, Resilience and Resourcefulness support this culture."

The school's mission is to provide a rounded and inspirational education for all their young people. Their curriculum is driven through four main strategies: The Teaching and Learning Strategy; The Arts and Culture Strategy; The Sports and Physical Activity Strategy; The Health and Wellbeing Strategy. Underpinning these four strategies are the school's four main values of Resilience, Respect, Responsibility and Resourcefulness. These values are fully embedded throughout the school and understood by all staff and pupils.

The detailed Sports and Physical Activity Strategy works with innovative partnerships and enables all pupils to take on sporting activities. All students in Year 7, 8 and 9 take a Physical Education (PE) 'Theory in Sport' qualification. This enables them to deepen their understanding of their bodies and remain fit and healthy. Leaders at New College have developed this as a way to start to tackle the varying health issues that occur locally. All students access this learning no matter what their learning needs or difficulties are. All lessons are adapted accordingly, enabling them all to achieve this qualification.

New College supports all its families and students. It runs Breakfast Club every morning where students can access food. Leaders at the school have driven this inclusivity to their staff as well and have their own food donation point where staff can exchange food parcels as and when required.

Teachers and support staff alike can eloquently talk about all the students in the school. They talk about them fondly and professionally. This was evidenced through the lesson visit that took place where students were seen to be highly engaged in their lessons. All students were fully integrated, accessing the same learning activity with clear adaptations taking place to enable this immersion. The student's behaviour throughout the school was exceptional. They were consistently well managed with the leadership team undertaking duties to cover all breaks enabling this consistency.



## Assessor's Evaluation for the IQM Flagship Project



Staff at New College are fully supported with their own development through a professional development offer of extensive training programmes. These are clearly labelled with school leaders having the ability to check who has completed what. This bespoke training is then linked to each member of staff's appraisal processes.

Students were clearly proud of their college and were able to talk articulately. They were particularly vocal around the inclusive nature of their college and their lessons. They stated that they had really enjoyed their time at the college, how caring their teachers were and how their lessons had been adapted to meet all of their varying needs. They mentioned that the teachers encourage them with their learning and how they feel supported at all times. This was evidenced throughout the day of the Flagship review. At no time were any raised voices heard through the college, there was a calm working atmosphere in classes and there was an overwhelming feeling of care and genuine love for each other from the staff towards the students. One of the students from the Student Parliament said that, "I am really proud of my teachers and how they show love and care for us all".

The Governing body are fully informed about the college and how it is managing the students. They visit the college regularly and feed back to the Governing body each time they visit. The SEND Governor visits once a term and uses this time to analyse the SEND student reviews and analyses the gaps between them and non-SEND students. She submits a written report annually to the board. This Governor was very aware of the Flagship project running through the college and was incredibly supportive of this citizenship programme. The SEND Governor said, "The project is all about citizenship, it is integrated in the school life. It is all about inclusion, it is integral to the whole inclusion faculty. The school is inclusion. It has to be". The Chair of Governors has written a book about the journey that this school has been on called "New College, Leicester – The city's best kept secret".

New College has an incredibly dynamic leadership team who are given the skills to evolve and grow. The Director of Learning and the visionary Headteacher are the driving force behind this impressive college. The Headteacher ensures that between herself and her leadership team they know exactly what is required to guarantee that their students learn effectively. They are resolute in their pursuit of this. The Headteacher stated that, "this is one family; we are a family".

New College is an exceptional place where students, staff and leaders really do flourish. No student is left behind here. I have no hesitation whatsoever in recommending that New College retains this Flagship status and I look forward to seeing how this project evolves and grows through the school.

**Assessor:** Ms Sally Hamson

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

.....  
Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd