



Assessor's Evaluation for the IQM Flagship Project



School	Sir Jonathan North Girls' College Knighton Lane East Leicester Leicestershire LE2 6FU
Head/Principal	Mr James McKenna – Executive Principal Ms Helen Coles Hennessy – Associate Principal
IQM Lead	Ms Nicola Coton
Date of Review	23 rd May 2025
Assessor	Ms Hilary Thompson

IQM Cluster Programme

Cluster Group	Inclusion Fusion
Ambassador	Ms Alison Merrills
Next Meeting	18 th June 2025
Meeting Focus	TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2023	14 th November 2023	Yes
Spring 2024	7 th February 2024	Yes
Summer 2024	26 th June 2024	Yes
Autumn 2024	18 th November 2024	N/A
Spring 2025	13 th February 2025	Yes



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The Impact of the Cluster Group

Leaders very much value the opportunity to visit other inclusive schools within their cluster, sharing areas of good practice. Sir Jonathan North have recently opened up attendance at the meeting to their Assistant SENDCo as part of her continuing development.

The session in June focussed on the use of consistent terminology and language around the school, ensuring staff and students are all familiar with the language being used. Feedback from the session was shared within Sir Jonathan North with leaders reflecting closely on the use of consistent language, already in place at Sir Jonathan North to consider any ways of further developing practice.

The most recent meeting focused on Zones of Regulation, which has had a huge impact on pupils' communication of how they are feeling and on how they are learning to manage their emotions. It has also improved vocabulary and staff and children now use a common language which has helped to build. The school also shared their in-house Alternative Provision, which compliments the work on Alternative Provision currently at Sir Jonathan North. Leaders may look at ways a similar in-house provision could be developed at Sir Jonathan North in the future.

Evidence

- IQM Evaluation Report
- Ofsted Report
- School Website
- Observation of 'That Reading Thing' Intervention

Meetings with:

- Inclusion Lead and Assistant SENDCo
- ELSA Lead
- Students
- Chair of Governors



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Evaluation of Annual Progress towards the Flagship Project

Leaders are noticing a growing need for Alternative Provision due to the increasing complexity of need within the school. This is growing partly as a result of insufficient specialist provision locally for students with an EHCP identifying Specialist Provision. Sir Jonathan North only use Alternative Provision as a last resort, where other internal support has proved insufficient for the complex needs of the individual. Any decision to use Alternative Provision is always taken following full discussion of the student's case study and can be proven to be in the best interest of the student not the school. The school prides itself on early identification of student's needs, ensuring students who will benefit from Alternative Provision in Key Stage 4 are placed in year 10 and not once in crisis point in year 11.

Leaders have completed significant CPD around Alternative Provision, using key documents, creating their own policy to support students who would achieve a better outcome from attending quality Alternative Provision. Since introducing the new approach to Alternative Provision the school has had no suspensions for these students.

The project has involved the Inclusion Lead completing a full review of the City Alternative Provision providers, identifying quality provision, using a directory of providers from the Local Authority. Leaders very quickly reduced the list of providers to a small number of quality providers, who leaders judged will provide the individualised provision to meet the key needs of each student referred. Students on Alternative Provision will all access one provider for 2.5 days each week. This provider delivers GCSE study alongside a range of 8 other provisions. As students are not allowed to access any one Alternative Provision for more than 2.5 days each week. All students on Alternative Provision from Sir Jonathan North attend 2 different providers or complete half the week at Sir Jonathan North.

All KS4 students attending Alternative Provision are full time across 2 Alternative Provision sites. Every student on Alternative Provision has a tailored programme with the student choosing the courses they wish to study in discussion with the school and parents. The Alternative Provision pathway at school is closely linked to the behaviour system in school, with any child reaching level 3 on the PSP being considered for time at Alternative Provision, with a collaborative decision being taken regarding the appropriateness of remaining in Sir Jonathan North or attending a period of study at an Alternative Provider.

Students are closely monitored whilst in Alternative Provision with the Inclusion Lead taking the student on an initial visit to the provider. A graduated protocol has been put in place to enable any member of staff to complete ongoing monitoring of the provision, overseen by the Inclusion Lead. Staff follow an agreed series of steps which are closely followed for any student being considered for or moving to Alternative Provision. Risk assessments are written for each student, and the school provides bus passes and independent travel training to enable students to access their bespoke provision independently. The Inclusion Lead reviews every risk assessment termly. Whilst Health and Safety checks for every provider are completed centrally, they are also checked by the Inclusion Lead during on-site visits. The school has all the DBS information for each provider stored in school. This has ensured the highest quality of provision for all



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students, and the school has withdrawn a student from 1 provider who they no longer use following a visit which identified below expected provision for the student. A CLM centralised registration system records attendance which feeds into the school attendance data, allowing school staff to follow up any absences from Alternative Provision in line with their absence policy, phoning the Alternative Provider prior to contacting home to double check the student is absent. Welfare checks are completed at least once every half term and all providers are expected to provide feedback for termly progress meetings that involve the Inclusion Lead, Alternative Provider, parent and student, giving students and parents a voice, whilst monitoring progress. Alternative providers are expected to provide data to Sir Jonathan North in line with the school's in-house data collection timetable, ensuring students in Alternative Provision continue to receive progress reports. All students educated off site will do functional English and Maths alongside the GCSEs to ensure they all get an English and Maths qualification. Other subjects being studied through Alternative Provision include Health and Social Care, Occupational Studies in the workplace – Childcare, Exploring Occupational Studies in the Workplace – Nail Art, Cooking, Introduction to Hair and Beauty, Music, and Art. Tutoring is used as Alternative Provision for some students with sessions being delivered in a setting which meets the anxiety needs of the student. Special provision for sitting exams is applied for and implemented where this will support the student.

The Inclusion Leader has completed a Database for all students on Alternative Provision which is shared with governors, keeping the file centrally to enable all staff to be able to access. This includes a copy of each student's timetable, risk assessment and providers personalised agreement. Staff complete a visit form following every visit to a provider to ensure safeguarding is all in place, involving asking students key questions. Any concerns from a visit will lead to a phone call to parents and a meeting with parents and the student.

Ofsted identified the Alternative Provision at the school as exemplary, and the Inclusion Lead is now supporting other schools within the Lionheart Trust with Alternative Provision practice.

ELSA intervention has continued to develop over the last 12 months. The ELSA TA started her training 18 months ago and is now running sessions, predominantly with year 7 students. Over 40 year 7 and year 8 students have been supported by the programme this year with a maximum of 10 students on the programme at any one time. Key areas of focus are supporting anxiety issues and social skills. Most sessions are delivered 1:1 with the student with some small group sessions when addressing social needs. An ELSA club runs every Friday lunchtime open to any student who has received ELSA support, enabling the support provided to be extended beyond the 6-week formal programme. Activities include Friendship bracelets, positive colouring, games and an opportunity to talk. Students who require ELSA support are identified by the tutors and referred through the Assistant Pastoral Lead in Year 7.



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The school's Flagship project has also focussed on providing an additional reading intervention; 'That Reading Thing', for a small group of year 10 students who were reassessed in year 9 for reading ages and comprehension on NGRT. The 'That Reading Thing' programme has been developed to support teenagers and adults still struggling with phonics and reading fluency. Three TA's have been trained to deliver the programme, working 1:1 with students for 15 minutes twice a week during tutor time sessions allocated for reading. Students normally spend 6 to 8 weeks working through the programme which takes students through phonics, picking up any gaps in knowledge and reading short passages of texts. During my visit I observed an intervention session with the student focusing on an aspect of phonics and developing vocabulary. Clear evidence of progress has been identified in a short space of time with 8 students taking part in the pilot. 2 more students in year 10 will be picked up at half term and the school are now assessing current year 9 students. The students say that the intervention gives them confidence to read. Leaders are now considering whether 'That Reading Thing' may be more appropriate for some students in years 7 and 8 than the Direct Instruction Intervention currently provided.



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Agreed Actions for the Next Steps in the Flagship Project

Project Title: To further develop student leadership opportunities to ensure ALL students can access these within school

Ofsted said: 'pupils describe the school as a place in which they can be themselves. They contribute to the life of the school and think about how they can improve the experiences of their peers. Members of the school council develop projects that will leave a lasting legacy, including playing a role in renaming school buildings after inspirational women. The school ensures that pupils regularly engage with positive female role models. Pupils are very well equipped to move on to the next steps of their education and for life in modern Britain.'

Leaders would like to extend the ways in which students, of all abilities, can contribute to leadership across the school, further strengthening student leadership for those students who currently struggle to take part for individual reasons. The project will involve leaders reviewing the whole school leadership opportunities available across the school. The KS3 Tutor Time programme will be reviewed to include work around leadership opportunities and skills, and a student ambassador role will be introduced with year 8 students to support daily in school reception. The project is also looking to implement the 'Mentors in Violence Prevention programme, a programme that provides young people with the language and framework to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of abuse, while building resilience and promoting positive mental health.

Further work on developing whole school phonics, considering support of phonics across the curriculum is also being considered as part of their ongoing Flagship work.



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Overview

Leaders at Sir Jonathan North are proud to have held IQM National Champion Status this year. They would have liked this 'award' to have involved them in some outreach work for other IQM and potential IQM schools and are a little disappointed that being a National Champion School has not led to any additional opportunities. The school's exceptional work completed, developing a highly personalised and managed approach to External Alternative Provision would be an excellent focus for the next IQM National Conference.

The school had a very successful first Ofsted as part of the Lionheart Trust of schools, in January 2025 where they were graded outstanding in all areas, with SEND and inclusion highlighted during the two-day inspection. The report states:

'Pupils thrive at Sir Jonathan North Girls' College. The school wants the very best for every pupil. Staff help pupils to achieve excellent academic outcomes. They want more than exceptional examination results for pupils and work hard to support pupils who attend the school to become 'good people'.

Ofsted also recognised the strength of the school's curriculum, the extra-curricular opportunities available for all pupils and the strength of Personal Development.

'The school's work to promote pupils' personal development is exceptional. Pupils have Inspection report: Sir Jonathan North Girls' College 14 and 15 January 2025 2 plenty of opportunities to develop their talents and interests, whether taking part in the badminton or Latin clubs or joining the band. Where some pupils may not be able to attend clubs, the school has carefully designed a range of opportunities so all pupils can develop their interests and learn the skills they need for their next steps. Pupils become sports leaders and work with local primary schools. They participate in culture days and help to contribute to a local food bank. The school listens to pupils, for example by offering journalism and chess clubs at pupils' requests. Pupils develop an understanding of their ability to make a difference to the school and wider community, as well as how to accept success and failure.'

The leadership structure at Sir Jonathan North has altered over the last 12 months as a result of the Principal retiring. The Academy now has an Associate Principal and an Executive Principal. The Associate Principal has responsibility for the day to day running of school, working closely with the Executive principal. This has enabled closer working links with the wider Trust. The Executive Principal who had been a Principal within another school in the Trust, took up post in August. Both the Associate Principal and Executive Principal are experienced SEND practitioners which has supported the ongoing development of inclusion practice and culture across the school. SEND has an effective, strong voice and focus within Sir Jonathan North. Additional Senior Leadership within school includes 2 vice-principals, one academic and one holistic and 3 assistant principals, including the SENDCo. This has particularly benefitted the SEND students with their options choices, following discussion at SLT around the options process, resulting in all students with additional needs now automatically being given their first choice of options.



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The school continues to deliver outstanding provision for students with SEND needs. One of the current year 7 cohort is severely hearing impaired, with exceptionally limited hearing even with the use of a radio aid. To enable the school to fully meet her needs the schools has employed a communication support worker who has introduced sign language, teaching both staff and students, helping the whole community to engage with the student. The tutor group completed their 'tutor group poem' using sign language. To support with learning the student is provided with pre and post lesson tutoring with the school finding the post lesson session providing the greatest impact. Leaders have provided the Communication Support Worker with a full CPD package, supporting her to further develop her British Sign Language, network with other schools within the trust with students with hearing impairment and further develop her specialist skills.

The school reports an increase in Communication and Interaction needs within year 7 and the current year 6 cohort transitioning to the school in September. This is seen as the ongoing impact from Covid and leaders from the school and other local schools are working with the Local Authority to identify ways of financing provision to address these needs.

There are currently 153 students on the SEND register at Sir Jonathan North including 14 students with an EHCP, with 2 students who joined Sir Jonathan North late in their secondary education journey being awarded an EHCP during year 11. The increased needs for SEND have driven the school's work on providing quality external alternative provision ensuring all student's needs are well met. A number of students gaining an EHCP have specialist provision identified as being required. However, lack of places in specialist provision locally has led to these students remaining at Sir Jonathan North, supported by quality external provision.

The school are in their 2nd year of employing their own Educational Psychologist who is supporting the early intervention for students, including accessing TRUST on-site provision 'The Meadows' for up to 2 days per week for therapeutic interventions, mentoring and resilience building. Students can be referred for a 6-week programme of support. Sir Jonathan North currently has 6 Looked After Children and are recommended in the 'Children in Care' section of the Local Authority.

The school continues to drive their aim to 'create good people' through striving to create strong, independent, adaptable young learners who are able to embrace challenges and to be responsible citizens. Ongoing development of the school values has continued this year with a focus on what being a 'good person' means, why it is important and to understand fully what is expected. Students are fully able to articulate the school values and what is expected, with the values being integral to the schools reward system. School values are visited every term through an 'expectations assembly', with links made to British Values, respect and behaviour, driving a culture of inclusion across the school.



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Sir Jonathan North Girl's College continues to demonstrate a high commitment to inclusion and continues to meet the needs of SEND students. My visit was really positive, highly informative and very enjoyable.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Ms Hilary Thompson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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