

# Ivanhoe College

## Inspection report

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<b>Unique Reference Number</b>	120251
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	339649
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Pam Haezewindt HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	872
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sean Sheahan
<b>Headteacher</b>	Anne-Marie Blewitt
<b>Date of previous school inspection</b>	21 February 2008
<b>School address</b>	North Street Ashby-de-la-Zouch, Leicestershire LE65 1HX
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<b>Age group</b>	11–14
<b>Inspection dates</b>	3–4 November 2010
<b>Inspection number</b>	339649

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<b>Registered Childcare provision</b>	Yes
<b>Number of children on roll in the registered childcare provision</b>	26
<b>Date of last inspection of registered childcare provision</b>	Not previously inspected

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Twenty eight lessons were observed in the college, and 28 teachers were seen. Inspectors also observed two assemblies and three tutorials. Meetings were held with students, members of the governing body, staff, headteachers from local primary schools and the 14-19 upper school. Inspectors observed the school work and looked at policies such as those pertaining to child protection, equal opportunities, community cohesion, as well as governing body minutes and a variety of evidence to underpin judgements in the various aspects of inspection. There were 357 parent and/or carer questionnaires completed which included some from the Early Years Foundation Stage setting.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Teachers' use of data to improve students' progress.
- Teaching and learning and how well matched to students' needs they are to ensure good progress.
- How any under achievement is tackled.

## Information about the school

The college is a below average-sized secondary school but one of the largest Leicestershire high schools. It is part of a soft federation with the local 14-19 school and another local high school, related to the technology specialism. The very large majority of students are White British. The number of students identified with special educational needs and or disabilities is below the national average. The school has the Healthy Schools Award, re-designated in 2010, and is working towards the full International School Award. The school has an Early Years Foundation Stage setting on site, managed by the governing body, which is self-funding. It caters for up to 52 two to four year old children in half day sessions and is over-subscribed.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

Ivanhoe College is a good school. The headteacher sets a clear direction for the school, ably supported by senior and middle leaders. There is a strong vision for improvement which teachers and students were able to articulate. The governing body underpins well the direction of the school, supporting or challenging as needed. There is good capacity for sustained improvement. Students' outcomes are above average and they make good progress as they proceed through the school to the end of Key Stage 3. Although teaching and learning are currently satisfactory, the very good care and support students receive, where it has been shown they need it, ensures good progress. Moreover, students' attendance is high and so they miss very few opportunities to learn. Overall, their behaviour is good in lessons and around the school, and this is due to relatively recent systems in place which they and staff adhere to. Students manage to navigate around the unwieldy school well.

Students say they feel safe, with good reason as there are good safeguarding procedures in place. They say they would go to any adult in school if they had a problem which is a testament to their good working relationships with staff. They know about healthy life styles and many of them adopt them. Students contribute well to the school community, but there are fewer opportunities for them to contribute to the wider communities around them or beyond and to understand what is meant by community cohesion. They are developing skills which will help them achieve good economic well-being. Social and moral development is good but spiritual and cultural development is satisfactory. There was little feeling of awe and wonder or excitement in the majority of lessons, assemblies or other activities and students could not explain it. Similarly, they knew little about multicultural Britain.

Students displayed a commitment to learning even though some lessons lacked essential ingredients to maintain all students' active engagement throughout. Assessment was not used throughout all lessons to monitor and improve learning or ensure students knew how to move on. The curriculum is good. It has some outstanding features and provides a rich variety of activities to support students' good outcomes. A small minority of parents and carers feel that they are not kept well enough informed about their child's progress and that there is some unacceptable behaviour which is not effectively dealt with.

## What does the school need to do to improve further?

- Improve teaching and learning so that more lessons are good by ensuring that:
  - work is matched to all students' needs in lessons
  - there are creative learning activities in all subjects which engage students and stimulate their imagination

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- assessment is used well during lessons to monitor students' progress, adapt teaching to support and improve learning, and help students know what to improve
- monitoring of lessons focuses more on learning.
- Enable students to have more opportunities to:
  - contribute to the wider community and be aware of the impact their contribution makes
  - gain knowledge and understanding of and interact with Britain's multicultural society
  - develop a sense of fascination about the world around them, leading to improved spiritual development.
- Ensure that parents and carers are aware of all the school's efforts to improve engagement with them and that the school's improvements, including the systems to maintain them, such as attendance and behaviour, are transparent to parents or carers.

**Outcomes for individuals and groups of pupils****2**

By the end of Key Stage 3 in 2010, students attained outcomes above the national averages in English, mathematics and science. Attainment in science was particularly high with high numbers achieving Level 6+ in the National Curriculum assessments and making two levels of progress. In English, attainment was not as high as in previous years due to difficulties with staffing and fewer students achieved two levels of progress. However, in lessons observed attainment was above average. In mathematics, 74% of students achieved two levels of progress. Attainment in geography and history was above average. In other foundation subjects it was variable. Girls outperformed boys in line with national expectations. Higher attaining students mostly attained high national curriculum levels. Those students with special educational needs and/or disabilities achieved above average attainment. Progress has been steady over time with the school achieving more highly than both local and national expectations. In just over half the lessons observed progress was good. The school's good tracking and mentor systems ensure that students who need support make good progress.

Peer mentoring helps students to feel safe and the recent innovation of vertical tutor groups has been established to reinforce this. There was good evidence of healthy eating at lunchtime and many students are physically active beyond the timetabled lessons. Students take more responsibility for their behaviour than hitherto; inattention in lessons is rare and mostly due to the quality of learning experiences provided. Students take on a wide range of roles in contribution to the school community through project groups, such as the playground project group, house and sports captains and during tutor time. They are involved in appointing staff and peer mentor other students. In the local community they are involved in teaching primary school pupils, collections for charities and an event for older people at Christmas, but involvement in the wider community is less extensive. Students demonstrate good skills for securing economic well-being. For example, in some lessons they show good teamwork and interpersonal skills. New life skills lessons provide opportunities for enterprise skills and work in real-world contexts, but it is too soon to judge the impact of this course on economic development and well-being. Students lead

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assemblies and present notices to their houses. As well as their high level of attendance, students are punctual.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Overall, teaching and the use of assessment are satisfactory and improving. In the good or better lessons observed, there were some good examples of the uses of assessment to support learning. Good practice in these lessons included peer and self assessment and close checking of work in books by the teacher, as was the case in an outstanding Year 8 English lesson. Features of good or better lessons included good planning with the use of assessment data to plan learning to match needs; success criteria which students were aware of; creative activities which engaged students; the development of independent learning skills; and very good working relationships. In some subjects, students were not always aware of their targets. Where they had a target that consisted of a national curriculum level, they could not always explain this in terms of what they needed to do to improve.

There is a broad and balanced curriculum which includes six days where the timetable is suspended to enhance it in a variety of ways. The curriculum is adjusted well to support the most vulnerable students. There is also a range of intervention classes, such as the art of conversation or anxiety management, which contribute to students accessing the curriculum better and making good progress. In partnership with the local further

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education college, there are a number of vocational tasters for Year 8 and 9 students. The range of options provided by the technology specialism is good and the specialism has been instrumental in developing provision between the three schools. This has facilitated early entry for GCSE modules in mathematics and English to support continuity into the 14-19 school and by ensuring that students follow similar science syllabuses. The flexibility the National Curriculum now offers has not yet been capitalised on and personal, learning and thinking skills are not yet coherently embedded across the school.

Transition arrangements from Year 6 into Year 7 are thorough and robust, and the new parents' evenings at the end of Year 6 and this term in Year 7 have been well received. Advice and guidance for Year 9 students, facilitated in partnership with the 14-19 school, are good. Very effective arrangements are in place to monitor and sustain high attendance and punctuality, and strategies have been successful in maintaining persistent absenteeism at low levels. Students feel they are effectively supported by staff and are very positive about how well staff deal with any concerns they might have. Arrangements for supporting and mentoring the most vulnerable students are very strong. All students on the special needs register have access to a mentor on a regular basis, and other students with specific needs also have access, for example, to a course on positive communication. Time is put aside for staff to engage in these activities which are instrumental to the good progress the school makes. Vertical tutor groups introduced in September have been well received by most students, but it is too soon to judge their impact.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has good vision for the school and is driving forward improvements after a relatively short time at the school. She sets the direction the school needs to take well. She is well supported by senior and middle leaders and staff, and very well supported by the governing body. Areas for improvement from the last inspection have now been systematically tackled: the use of data has improved very well so that students' under performance is identified and intervention strategies quickly put in place. The leadership and management have improved the quality of teaching and learning through monitoring and evaluating teaching, and using the information to plan support and training for staff, including the sharing of expertise. However, this monitoring is not yet sufficiently focussed on learning: this became evident during the inspection where some of the senior leaders' judgements were over generous compared to those of inspectors.



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The governing body is not afraid to challenge the school and hold it to account; statutory responsibilities are met. Management of the Early Years Foundation Stage setting is developing. Engagement with parents or carers is satisfactory and improving. The recently formed 'Parent Group' has yet to have an impact. Parent governors are helping to improve communications between parents or carers and the school, and were instrumental in the move to subject evenings. The effectiveness of partnerships in promoting learning and well-being is outstanding as the school recognises the advantages for students in enhancing the curriculum and its support and guidance, and ensuring progression through all key stages from primary to post 16. Partnership through the specialist status schools, with the local family of schools, feeder primary schools, with extended services and with the local further education college all provide opportunities the school could not provide its students alone. For example, the opportunity to train as a sports leader and then put this into operation in teaching primary pupils, or to understand different vocations.

The school promotes equal opportunity and tackles discrimination well, as the school's outcomes and its care and support demonstrate. The school shows awareness of promoting community cohesion: it has a policy and a number of areas of activity provide examples. However, it has not carried out an audit of work across the school, decided what it wants to achieve or evaluated the impact of any work it has done so far. The school's specialism has contributed to an increase in technology across the school. Resources are well deployed and achieve value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children enter the setting with skills and experiences that are similar to those expected for their age, though social and language skills are weaker areas. By the age of 4, they have reached above the expected standards for their age, having made especially rapid

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progress in the two weaker areas. This is because the provision is good. Assessments are regular and thorough. The learning journey books for each child provide clear evidence of progress through photographs of tasks and children's own work. Teachers provide a rich variety of activities to enable children to learn quickly, and an appropriate balance is struck between teacher-led and child-initiated tasks. The accommodation limits activities to some extent, but best use is made of the rooms and outside space available and the wall displays of materials and children's work create a warm and welcoming atmosphere. Teachers work hard to involve children in their own learning. However, opportunities to question children about what they are doing to develop their thinking are missed. Relationships between staff and children are very strong. One parent commented that, 'Children are not only educated but they are loved.' Links with parents and carers are outstanding; they especially appreciate the daily report sheets they receive on their children's progress and the weekly homework file to involve them in their children's learning. Leadership is good and provides an excellent role model for staff. There are high expectations of children's behaviour, and great emphasis is placed on the security of the site and of children feeling safe within it. Planning to cover all the areas of learning is meticulous.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

There was a large number of parental questionnaires returned compared to the average. The large majority of parents were satisfied with the school, for example: 'My daughter is up early to go to school and enjoys going to it.' Parents appreciate the care and support students receive from staff. However, in each category some parents were in disagreement; either a very small or small minority. The most significant areas of disagreement were about helping parents to support their child's learning and dealing with unacceptable behaviour.

The inspection team found that the school is improving its systems for helping parents to support their child's learning, including the move to subject parents' or carers' evenings this year. They also found that any misbehaviour was dealt with effectively and that the school had the systems to do so. There were a substantial number of boxes left blank, particularly from new Year 7 parents.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ivanhoe College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 357 completed questionnaires by the end of the on-site inspection including some from the Early Years Foundation Stage setting. In total, there are 872 pupils registered at the school and 52 half-day sessions available in the Early Years Foundation Stage provision.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	26	224	63	23	6	10	3
The school keeps my child safe	80	22	250	70	19	5	1	0
My school informs me about my child's progress	61	17	216	61	57	16	10	3
My child is making enough progress at this school	60	17	227	64	36	10	8	2
The teaching is good at this school	54	15	234	66	32	9	3	1
The school helps me to support my child's learning	46	13	187	52	86	24	11	3
The school helps my child to have a healthy lifestyle	53	15	247	69	31	9	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	61	17	227	64	20	6	6	2
The school meets my child's particular needs	53	15	237	66	39	11	4	1
The school deals effectively with unacceptable behaviour	56	16	187	52	66	18	19	5
The school takes account of my suggestions and concerns	41	11	196	55	51	14	14	4
The school is led and managed effectively	51	14	216	61	37	10	9	3
Overall, I am happy with my child's experience at this school	76	21	224	63	27	8	10	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 November 2010

Dear Students

**Inspection of Ivanhoe College, Ashby-de-la-Zouch, LE65 1HX**

I am writing on behalf of the inspection team to thank you for your co-operation during the inspection and to inform you of the outcomes. We find that Ivanhoe College is a good school which prepares you well for your next steps in education. By the end of Key Stage 3 you have above average attainment and throughout the school you make good progress. Your attendance is excellent and punctuality to school and lessons is very good. We found that your behaviour was good even though some of you think it could be improved, and the school is working hard to ensure it remains so. You feel safe in school.

Many of you do quite a lot of physical activity beyond physical education and the school encourages this. You are also well aware of and are beginning to adopt more healthy diets. You contribute very well to the school community but not so much to the wider community unless you are involved in such projects as sports leaders, and there is not as strong spiritual and cultural development as inspectors would have liked to have seen. While teaching is satisfactory overall not all lessons were as engaging as they could have been or helped you to take the next step. You are provided with a good curriculum with lots of interesting opportunities. You are cared for and supported very well and your leaders and managers in school want the best for you and are working for this at all times. A few of your parents or carers feel that the school needs to engage with them more.

We have asked the school to:

- raise the quality of teaching and learning so that all lessons help everyone to improve
- increase opportunities for you to work on projects in the wider community, including those which support your understanding more about multicultural Britain, and develop your fascination for the world around you
- ensure that parents and carers are aware of the developments to improve the school.

You can do your bit by making suggestions as to how these improvements could be made. I wish you the very best for the future.

Yours sincerely

Pam Haezewindt

Her Majesty's Inspector

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