

# Ivanhoe College Ashby-De-La-Zouch

North Street, Ashby-de-la-Zouch, LE65 1HX

**Inspection dates** 18–19 March 2014

|                                |                      |                          |          |
|--------------------------------|----------------------|--------------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Not previously inspected |          |
|                                | This inspection:     | <b>Good</b>              | <b>2</b> |
| Achievement of pupils          |                      | Good                     | 2        |
| Quality of teaching            |                      | Good                     | 2        |
| Behaviour and safety of pupils |                      | Good                     | 2        |
| Leadership and management      |                      | Good                     | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Students achieve well. They make good progress and attainment at the end of Year 9 is above the levels expected for their age.
- Teachers have high expectations of students and develop good working relationships in the classroom.
- Intensive targeted support for individual students and checks on their learning enable disabled students and those who have special educational needs to make good progress.
- Students feel safe. They behave well and work very well together.
- Senior leaders, managers and governors are working successfully to drive improvements in teaching and learning, and standards are rising.
- The academy values each individual, and a wide variety of activities adds richness to students' experience and to their spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- The way leaders check the academy's work is not yet sufficiently precise in identifying what needs to be done to make teaching and achievement outstanding.
- Teachers' questioning and marking are not consistently effective and so students do not always make as much progress as they could.
- Students who receive support from additional funding have not yet made fast enough progress in all years to catch up with their classmates.

## Information about this inspection

- Inspectors observed learning in 39 lessons in 11 different subject areas. Three of these observations were carried out jointly with members of the academy’s leadership team.
- Meetings were held with staff, groups of students, the Chair of the Governing Body as a representative of the academy trust, the headteacher from the 14–19 upper school and six members of the governing body.
- Inspectors took account of the 92 responses to the online questionnaire (Parent View). Responses to questionnaires completed by 39 staff were also analysed and considered.
- Inspectors scrutinised a range of documentation, including locally published assessment data and the academy’s own data, self-evaluation, improvement plans, safeguarding policies, behaviour policies and records, and documents relating to setting targets for teachers to improve their work.
- Inspectors listened to students read and evaluated the quality of their work in lessons and books. Some of the evaluation of the work in students’ books was carried out jointly with the principal.
- Inspectors also visited an assembly and observed students’ behaviour in lessons and around the academy.

## Inspection team

Matthew Spours, Lead inspector

Additional Inspector

Janet Bird

Additional Inspector

Teresa Roche

Additional Inspector

Partrick Walsh

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized secondary school.
- The school converted to become an academy on 1 July 2012. When its predecessor school, Ivanhoe College, was last inspected by Ofsted in 2010, it was judged to be good.
- The great majority of students are of White British heritage and very few speak English as an additional language.
- The proportion of disabled students and those who have special educational needs supported at school action is average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of students known to be eligible for the pupil premium is below average. This is additional government funding for looked-after children and students known to be eligible for free school meals.
- The academy has an Early Years setting on site, The Ivanhoe Under 5's pre-school. This has been managed independently since the school became an academy and is subject to separate inspection.
- A very few students are taught jointly in alternative provision away from the academy site at the Maplewell Hall Special School, Loughborough and the Marlene Reid Centre, Coalville.

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

- Build on the strengths of teaching, so that more is outstanding, by ensuring that teachers' marking and questioning make clear to students how they can improve their work and, thus, support the drive to raise achievement.
- Strengthen the quality of leadership and management by ensuring that:
  - leaders are sharper and more focused in their monitoring of the quality of teaching and learning to identify precisely what would make it outstanding
  - leaders use pupil premium funding more effectively to improve the rates of progress of students for whom it is intended.

## Inspection judgements

### The achievement of pupils is good

- Students make good progress. From broadly average attainment on entry to Year 7, most students make at least the expected amount of progress by the end of Year 9 in English and mathematics. Some students exceed expectations and attain well above national levels in mathematics and English. From the time that the academy was formed, students' attainment in all subjects has risen every year and has consistently been above national levels by the time they leave.
- The most-able students make good progress in mathematics and English because teachers set a wide range of engaging and challenging tasks for them to achieve. They often exceed expectations and attain levels which are well above national averages.
- The small numbers of disabled students and those who have special educational needs make good progress because they receive good-quality support. For example, they use computer technology and software to develop their reading and writing skills in a range of subjects and topics. These opportunities draw out students' love of learning and develop resilience which supports their progress across all aspects of academy life.
- The great majority of students work hard in lessons and their positive attitudes to learning mean that they engage well with the wide range of subjects they encounter. Increasing numbers participate in the activities on offer outside of the classroom, such as the music clubs, environmental activities, fundraising and sport. These experiences contribute well to their progress and development.
- Year 7 students eligible for additional support in reading from the government's 'catch-up' funding are being well supported through targeted provision, including one-to-one tuition. As a result, they are making good progress in improving their reading skills.
- In 2013, students supported through the pupil premium were over a year behind their classmates in both mathematics and English. This gap in attainment is narrowing in mathematics but widening in English. However, students currently in Year 9 who attract this funding are making almost as much progress as other students in the academy.

### The quality of teaching is good

- Teaching is good, including in English and mathematics, with some that is outstanding. Teachers have strong subject knowledge and explain clearly what they want students to do. They create a positive climate in the classroom, where students share in each other's success and are not afraid to voice their opinions.
- Teachers usually set students demanding work, well matched to their abilities, and they use questioning well to check students' understanding. For example, in a Year 8 English lesson, students developed their abilities to analyse the craft of the writer through discussion with each other and questioning by the teacher.
- Teachers make good use of data which show students' attainment and progress over time so as to measure their current rates of progress. This enables teachers to identify students who are falling behind and to set them targets to aim for and which stretch their thinking and effort.

- The teaching of disabled students and those who have special educational needs is consistently good. Work is carefully modified for these students and teachers involve teaching assistants closely in lesson planning. As a result, tasks set are highly effective in accelerating these students' progress.
- Teachers plan learning effectively but, just occasionally, they do not demand enough of the students so that they do not make as much progress as they could.
- Teachers mark students' work regularly and use a range of strategies to encourage students to evaluate their own work and respond to the teacher's comments. They praise high-quality work appropriately. However some teachers do not always give students enough chances to or direction about, how they could improve their work. As a result, students' progress is not always as rapid as it could be, and presentation and spelling remain in need of improvement in many students' work.

### **The behaviour and safety of pupils are good**

- The behaviour of the students is good. The very large majority of students behave well in lessons, at breaks and as they move between lessons. Students respect the academy buildings and, after break times, there is virtually no litter.
- The relationship between teachers and students is a particularly strong feature of the academy. This means that students engage well with their learning. They enjoy participating in such activities as group discussion, which help them to make good progress.
- Students are punctual at the start of the school day and arrive at lessons promptly. The academy's robust actions ensure that students' attendance is now in line with the national average.
- The number of students temporarily excluded from school has fallen rapidly since it became an academy. In part, this is because of the introduction of new systems that use exclusion as a last resort. It is also the result of a relentless focus by the academy's leaders on supporting students' individual needs. There have been no permanent exclusions.
- Behaviour is not outstanding because a small minority of students find it difficult to maintain their concentration and sometimes do not focus on learning. A minority students are not courteous and respectful towards each other and, just occasionally, the movement of students between lessons is not as orderly as it should be.
- The academy's work to keep students safe and secure is good. All statutory requirements for safeguarding are met.
- The atmosphere of the academy is usually calm and friendly. Students confirmed that they feel very safe and that the rare incidents of bullying are dealt with effectively by their teachers. Students have a clear understanding of potential risks such as cyber-bullying. Almost all parents who responded to the Parent View survey agreed that their children are safe in the academy.
- The academy ensures that students who attend courses at other institutions are safe and behave well. For a few students, the opportunities the academy provides to experience learning away from the main site provide them with strategies for improving their behaviour and dealing with the challenges that will face them when they return to the academy.

**The leadership and management are good**

- The principal's leadership has created a positive environment in which to learn. She leads by example and is approachable: she listens to the views of students, teachers and parents. The principal often gives students a key role in developing important aspects of academy life, such as the house system.
- Standards have risen due to the relentless actions of the principal and senior leaders to secure good behaviour and teaching. Regular training for staff and checks on the quality of teaching and learning are making staff fully accountable for the quality of their teaching and its impact on students' achievement.
- Teachers work together well to ensure that best practice is being developed and spread throughout the academy. Teachers make good use of training opportunities to improve their teaching and they regularly share best practice.
- Systematic, robust checks on students' progress underpin the academy's plans for raising achievement. Staff have a wealth of data to identify underachievement and target support towards those who need it. As a result, standards continue to rise. Subject leaders check on the quality of teaching in their departments and provide effective support to teachers. This is also adding to the academy's capacity to improve.
- The curriculum is broad and balanced. It prepares students well for their move to the upper school. Students' spiritual, moral, social and cultural development is strengthened through an ongoing focus on these areas in lessons and in enrichment days and assemblies. In a Year 8 textiles lesson, for example, the moral and ethical issues surrounding cotton production were discussed. Activities outside of lesson time in expressive and creative arts increase students' understanding of different traditions. Students' moral and social skills are developed through a range of after-school sporting opportunities, and by fundraising activities initiated by students.
- The academy promotes healthy lifestyles and environmental awareness by offering a range of choices in the canteen, well-attended sporting clubs, and opportunities for students to grow their own vegetables and rear chickens.
- Every opportunity is taken to forge strong relations with parents. Regular newsletters and the user-friendly website keep parents informed, and they are provided with regular reports on their children's progress. Parents' evenings are well attended and provide an opportunity for the academy to survey their views.
- When leaders evaluate the academy's effectiveness, they identify where its strengths and weaknesses lie. This has enabled them to make sure that teaching and learning are good. However, in gathering evidence and making judgements, they do not pinpoint clearly enough what could be improved in order to make teaching and students' achievement outstanding.
- The governing body has supported and encouraged the academy in working with the local Ashby and Coalville Education Partnership to access support for leadership and management, teaching and learning. This has contributed positively to the improvements made by the academy.
- **The governance of the academy:**
  - The governing body is business-like and professional. There is a clear vision and ambition for the future development of the academy, and governors have demonstrated the capacity to make improvements quickly. They evaluate their own strengths and areas for development

and make every effort to develop their skills to best support and challenge academy leaders. Governors are experienced in managing financial resources and ensure that budgets and additional funding are used effectively to raise achievement. Governors check how pupil premium funding is spent and the impact it has on students' learning, although they have not identified why it has not proven more effective in narrowing the attainment gap for eligible students. Governors are well informed, supportive and positive in their oversight of the academy, but are also effective in acting as a critical friend to the principal and holding the academy and themselves to account. Governors use data to evaluate the performance of the academy and work closely with the principal to develop plans for improvement. Members of the governing body are rigorous in using performance data and their knowledge of the academy to ensure that teachers are rewarded for good performance and to challenge underperformance.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |



## School details

|                                |                |
|--------------------------------|----------------|
| <b>Unique reference number</b> | 138350         |
| <b>Local authority</b>         | Leicestershire |
| <b>Inspection number</b>       | 425064         |

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

|  |                          |
|--|--------------------------|
| <b>Type of school</b>                      | Secondary                |
| <b>School category</b>                     | Academy converter        |
| <b>Age range of pupils</b>                 | 11–14                    |
| <b>Gender of pupils</b>                    | Mixed                    |
| <b>Number of pupils on the school roll</b> | 835                      |
| <b>Appropriate authority</b>               | The governing body       |
| <b>Chair</b>                               | Sharon Creber            |
| <b>Principal</b>                           | Anne-Marie Blewitt       |
| <b>Date of previous school inspection</b>  | Not previously inspected |
| <b>Telephone number</b>                    | 01530 412756             |
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