

# Ibstock Community College

Central Avenue, Ibstock, Leicestershire LE67 6NE

## Inspection dates

30–31 October 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders, managers and the governing body have ensured that achievement, teaching and behaviour are good.
- The college has created a positive environment for learning in which students' spiritual, moral, social and cultural knowledge and skills are developed well.
- Students' behaviour and attitudes to learning are good. Students are welcoming, friendly and courteous to each other, staff and visitors.
- Students feel safe and contribute well to their learning and to the running of the college, as well as having a very good involvement with the local community.
- Teaching is good in all subjects. Teachers make good use of information about what students know and can do. As a result, they provide activities at the right level of difficulty to enable different ability groups, including more-able students, to learn well.
- Students' make good progress and they reach above-average standards in English, mathematics and other subjects.
- Students' spiritual, moral, social and cultural development is promoted very well through the different subjects of the curriculum and the ways in which the school promotes respect for individuals and for different cultures and beliefs.

### It is not yet an outstanding school because

- Marking is not always sufficiently detailed or subject-specific. Students are not routinely expected to act on the advice teachers give them about their work in order to improve it.
- A very small minority of middle-ability boys progress slower than girls in English in Key Stage 3.
- There are not enough opportunities for students' to use and develop their writing skills in subjects other than English.
- Until recently, monitoring of teaching has been too focused on classroom observations rather than on students' learning over time. Consequently teaching has not improved as rapidly as it could.

### Information about this inspection

- The inspection team visited 23 lessons, observing 22 teachers. Five lessons were observed jointly with members of the senior leadership team. Inspectors also conducted a series of further brief observations of students' learning, behaviour and achievement.
- Inspectors looked at students' work and observed the supervision of the students at different points during the college day.
- Meetings were held with groups of students, governors, the senior leadership team and staff.
- Inspectors took account of the 49 responses available on the online Parent View questionnaire, and considered the college's own survey of the views of parents and carers. In addition, they took account of the responses to the staff survey.
- Inspectors observed the college's work and looked at its improvement plans, records and analyses of students' behaviour, the tracking of students' progress and a range of students' work. They scrutinised attendance figures, documentation and evidence of safeguarding requirements, as well as information for parents available on the college website.

### Inspection team

Raymond Lau, Lead inspector	Additional Inspector
Louise Mallett	Additional Inspector
Alison Broomfield	Additional Inspector

## Full report

### Information about this school

- The college is smaller than the average-sized secondary school.
- The college converted to academy status on 1 September 2012. When its predecessor school, Ibstock Community College, was last inspected by Ofsted, it was judged to be good.
- Most students are from a White British background and speak English as their first language.
- The proportion of girls is above the national average.
- Around 19% of the students are eligible for the pupil premium (additional funding provided to the college for students known to be eligible for free school meals or looked after by the local authority). This is below the national average.
- Approximately 21% of the students are disabled or have special educational needs, which is broadly average compared with other schools. The school had revised its arrangements for supporting these students and did not identify them as being at school action or school action plus. Eight students, a below-average proportion, have a statement of special educational needs.
- No students are educated in alternative off-site provision.
- The college has a nursery that accepts children who are either full or part time. This is run by the governing body but is subject to separate inspection arrangements.
- The Vice Principal became Acting Principal from March 2014 until October 2014, following the departure of the previous Principal. During this time, another Vice Principal left the academy and one of the two Assistant Principals was on long-term sick leave.
- The current Principal took up appointment on 27 October 2014, and had been three days in post at the time of the inspection.

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

- Ensure that marking and other feedback makes clear to students how they can improve their work, and checking rigorously that they act on the advice they are given.
- Provide more opportunities across the school, in subjects other than English, for students to practise and extend their writing skills, particularly for boys in Key Stage 3.
- Ensure that checks on the quality of teaching made by leaders at all levels focus on how well it promotes students' learning over time and that improvement planning takes account of this.

## Inspection judgements

### The leadership and management are good

- The Acting Principal, other leaders and governors have ensured that students' achievement, behaviour and the quality of teaching are good. Most learners achieve well as a result of good or better teaching in almost all subjects. The school has ensured that the students have been given equal opportunities to succeed well and that no-one is subject to discrimination of any form. The tracking and monitoring of behaviour and safety are strong. Exclusions have declined and attendance has risen.
  - The new Principal already has a good awareness of the strengths, weaknesses and difficulties the college has previously faced. He and other leaders are clear about what needs to be done to improve the school. It is far too early for this to have had an impact, although staff and students are united in their enthusiasm to achieve even more.
  - Subject leaders have fulfilled their duties well during a period when guidance from senior leadership was not so readily available. They have ensured that teaching in their subjects is generally good and that students are achieving well in them.
  - The funding for disadvantaged students has been spent effectively on specific support staff, a breakfast club and a range of other strategies. There is careful monitoring and tracking of these initiatives to check on how they are making a difference. These checks and inspectors' observations show that the personalised work in small groups, for example, has led to disadvantaged students' good and accelerating achievement.
  - In the past, the monitoring of teaching by subject leaders and senior leaders has focused on teaching within each lesson and not sufficiently on students' learning and progress over time. Consequently, leaders' overview of teaching quality has been overly positive. Systems for managing staff performance have been improved and are now more robust.
  - The curriculum is good because the range of subjects covered and skills developed sets students up well for their choices in the next steps of their education. It deepens their knowledge and understanding well. For example, in a Year 8 music lesson, students acquired drumming skills using African drumming techniques, while developing their understanding further of the different role that each plays in the ensemble. In Year 9, specialist subject areas prepare students well for the world of work, supported by good information about future careers and guidance.
  - Activities at lunchtime and after college allow students to develop their social and teamwork skills and experience further, particularly in physical education. Students raise money for charitable funds locally and nationally. They take pride in a range of activities, including coordinating the upcoming Remembrance Day in the local community. Students are well prepared to live and work in a democratic Britain through studying different faiths and celebrating a wide range of cultures, including learning about and celebrating the Chinese New Year.
- **The governance of the school:**
- The governing body has been effective in tackling the senior leadership staffing issues while challenging and holding leaders to account for the performance of students and subject areas. The governors have an accurate understanding of the performance of different groups of learners. For example, they know about the progress made by disadvantaged students, and how the extra funding has been spent.
  - Governors have been actively involved in monitoring and supporting the college's work, and are knowledgeable about the quality of teaching and management of the teachers' performance. Governors ensure that any pay awards take appropriate account of staff performance and students' progress.
  - The governing body has ensured that all statutory requirements regarding safeguarding are met.

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

- The behaviour of students is good. They are polite and courteous, and demonstrate good manners. Students wear the college uniform appropriately and behave well in and around the college site.
- Students enjoy coming to college, as shown in levels of attendance that are above national averages. Through the efforts of the attendance officer and her team, the proportion of students who do not attend regularly enough or who are persistently absent has fallen. The number of students excluded has also fallen and exclusion is now rare.
- Students' attitudes to learning in lessons are good. Teachers create a positive climate for learning in which students know how to behave and learn. Students contribute well to their learning and show pride in their work. In a Year 7 art lesson, for example, students were drawing Manga-style cartoons. The exceptionally positive atmosphere created by the teacher encouraged high levels of concentration.
- In some lessons, students' concentration and commitment are exemplary. Year 7 students in design and technology were producing designs of cars to make them as streamlined and fast as possible. All were engrossed and very well focused.
- Behaviour is not yet outstanding because not all students are as enthusiastic about their learning and determined to improve. For example, some do not quickly take on board and act on the comments teachers make in their books about how to improve their work.

**Safety**

- The college's work to keep students safe and secure is good. The college is rigorous in ensuring students are protected from harm. It has all the required policies and procedures in place and monitors that they are being implemented effectively. The school ensures that all staff are suitably checked and vetted, including any external contractors working on the school site. Risk assessments are securely in place.
- The school works very well with other agencies to ensure that its most vulnerable students are kept safe. Strong links with health and social care and other organisations ensure that the welfare of the students is paramount.
- Students say they felt safe. Almost all parents and carers who responded to Parent View agree. Students reported that bullying occurs only very occasionally and, if it does, staff deal with it fairly and effectively. Students know who to report any concerns to. They have a good knowledge of what constitutes unsafe and safe situations. Students adopt safe practices across the curriculum; for example, in using specialist equipment in design technology.
- Students say that the personal, social and health education topics help them in keeping safe; in particular, the dangers of alcohol, sex education and using the internet. They know about different types of bullying and show a good awareness of how to avoid personal risk. They are particularly aware of the dangers linked to social media sites and to the internet, and safe practices for its use at home and at school.
- Students report that the use of inappropriate or discriminatory language is rare. The school works well with community and other partners, and through its curriculum, to ensure that students understand the dangers of radicalisation and extremism and that they appreciate the privileges and values of life in modern Britain.

**The quality of teaching is good**

- Teaching is good in all subjects, and exceptionally strong in art and in design and technology. The school has implemented a number of initiatives to strengthen students' reading and teachers skills in supporting these. As a result, students who had difficulty with their reading on entering the school accelerate their progress. They make at least good and sometimes better progress because of the well-targeted support

provided. Other students improve their fluency in reading and appreciate how being able to read for different purposes aids their learning in all subjects.

- The teaching of mathematics and numeracy is good and students are consolidating well their understanding of number facts and their problem-solving skills. In a Year 9 mathematics lesson, students were working out more complex equations. These students supported each other well. They were able to give examples of how equations and other mathematical concepts linked into other real-life situations.
- Teachers have good subject knowledge and usually use the information they have about students' prior achievements to ensure that they plan work that will help them progress further. The work is therefore well matched to the abilities of all groups of learners, including the most able. Teachers monitor students' learning well and reshape the lesson when it is clear that students have not fully understood something or a skill needs further practice. In a Year 9 physical education lesson, for example, this enabled students to strengthen their ability to swim front crawl with greater efficiency, ease and effort.
- Very occasionally, where learning is not as good, students are not being sufficiently stretched because the work does not challenge the students sufficiently or students are not provided with the support they need to write more fluently about what they have been learning.
- The effectiveness of marking and feedback given to students varies across the college and within departments. There is some good practice, notably in English. The marking is detailed and provides useful advice to the learners to help them improve their work. Targets for actions are set and the students respond appropriately to these comments and make better progress. However, in other subjects, students do not always respond to feedback given from their teacher or use the comments to improve their work.
- A few students do not improve their writing skills as well as they do their reading. This is because opportunities to write are not made so readily available by teachers as those for reading in subjects other than English and support is not so well targeted for writing. In particular, a small number of boys in Key Stage 3 do not make such good progress because of this, although boys' progress as a whole in English is good.

### **The achievement of pupils is good**

- Students generally enter the college in Year 7 with attainment at the level expected nationally for their age. By the time they leave Year 9, they have made good progress and are achieving at levels above those expected.
- Generally, boys achieve as well as girls. However, a very small minority of boys across the college do not achieve as well as the girls in English. This is usually because students do not consistently have opportunities to write at length across the college. The college has identified the issue and these students are now accelerating their progress in writing because they are benefiting from targeted support.
- For those students, particularly boys, who start Year 7 with low literacy levels, the Year 7 'catch-up' funding is used appropriately to improve their skills through additional support.
- By the end of Year 9, students' reading and writing skills are in advance of those of others of their age. However their progress is not outstanding because their writing is not quite as strong as their reading skills. This is because they do not have enough opportunities to extend and develop their writing skills in other subjects.
- Disabled students and those who have special educational needs make good progress. This is as a result of good teaching and well-targeted support, including individual support and through work in small groups. Strong supportive relationships help these students to feel good about their learning so that they apply their new skills well in other lessons.
- The most-able students make good progress as a result of good teaching. These students excel, particularly in English, mathematics and science. In a Year 9 lesson, where students were grasping the

complexities and application of different kinds of fractions, they were challenged to think hard, to apply different methods in responding to the problems posed and to share their thinking and explanations. Students enjoyed these challenges and were clearly spurred on to aim even higher in their learning.

- The gaps in attainment between disadvantaged students and other groups in the college are small. Disadvantaged students make similar progress and achieve at similar levels to their peers in mathematics. In English, disadvantaged pupils are now about four months behind their peers in reading and writing. The progress of these students is good and the gap has narrowed between this group and other students.

## 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>	138721
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	449451

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>	559
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Spurr
<b>Principal</b>	David Phillips
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	01530 260705
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