



# Ibstock Community College

## Inspection Report

**Unique Reference Number** 120242  
**LEA** Leicestershire  
**Inspection number** 280775  
**Inspection dates** 30 November 2005 to 1 December 2005  
**Reporting inspector** Dilip Kadodwala HMI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Central Avenue
<b>School category</b>	Community		Ibstock
<b>Age range of pupils</b>	11 to 14		Leicestershire LE67 6NE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01530 260705
<b>Number on roll</b>	702	<b>Fax number</b>	01530 265831
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Timothy Green
<b>Date of previous inspection</b>	6 December 1999	<b>Headteacher</b>	Mr Bill Kelly

<b>Age group</b> 11 to 14	<b>Inspection dates</b> 30 November 2005 - 1 December 2005	<b>Inspection number</b> 280775
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and three additional Additional Inspectors.

## **Description of the school**

Ibstock College provides for the whole community. The premises are used by over 30 community groups including a Youth Centre and a grant-funded nursery. The majority of the students are from White British backgrounds. There are a very low number of students whose first language is not English and none is at an early stage of learning English. There are very few students from minority ethnic backgrounds. The proportion of students who have learning difficulties and disabilities is slightly above average and the proportion who have a statement of special educational needs is well above the national average. Although there is some deprivation locally, the socio-economic background of students is favourable compared to the national picture.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Ibstock is a good college that provides good value for money. The college itself, parents and students share this view. Students achieve above average standards because teaching and learning are good. Students' personal development is good. Students enjoy coming to the college and feel they are able to achieve well. Their attitudes to learning and their behaviour in lessons are generally good and contribute significantly to their achievements. The curriculum is good. It is broad and balanced and provides well for all students. The range of enrichment activities is a developing strength of the college and many students take part in them.

The college is well led and managed at all levels. The principal provides good leadership and gives a clear sense of direction. The college has an accurate view of its strengths and weaknesses and that, combined with the vision and drive of the senior leaders, means that its capacity to improve further is good. Improvement since the last inspection is good.

The college has already identified the areas for development noted in this report. The more able students do not always do as well as they could in subjects other than English, mathematics and science, and whilst progress in literacy skills is particularly well planned and supported across the various subjects of the curriculum, support for information and communication technology (ICT) and numeracy is not as good.

### **What the school should do to improve further**

- Raise standards of attainment of more able students in all subjects by raising them to the levels in English, mathematics and science.
- Develop students' skills in numeracy and ICT across the curriculum by improving them to the excellent quality of literacy.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and achievement is good. Students start at the college with broadly average standards. They make good progress and by age 14 their results in national tests are above average. The college's analysis of results and other assessment data is thorough. This has resulted in individual departments identifying and targeting those students who have the potential to attain higher levels. In addition, there is an accurate identification of some underperformance of lower attaining girls in mathematics.

Overall, the college sets challenging targets for students, most of which are met. Teachers' good subject knowledge and high expectations ensure that students, regardless of background, achieve well with the exception of high attaining students in subjects other than English, mathematics and science. Students who have learning difficulties and disabilities are supported well and make good progress.

## **Personal development and well-being**

### **Grade: 2**

The students' personal development, including their spiritual, moral, social and cultural development, is good. They have a clear understanding of the difference between right and wrong, and they relate well to adults and to each other. The provision for students to develop their understanding of different cultures is particularly good. In art, for example, students have encountered and learned about African styles and produced high quality work which is displayed for all to appreciate.

Students have positive attitudes, behave well in lessons and enjoy their time at college. One student reflected the views of many when saying 'We would not change anything about our college.' The college has a clear and fair system for rewarding good behaviour and managing unsatisfactory behaviour. As a result, fixed term exclusions have declined significantly. However, some boisterous behaviour around the college persists.

A review of the behaviour system has taken account of students' views so that they have a greater sense of responsibility towards its effective implementation. The college takes bullying seriously and incidents are dealt with quickly and effectively. A peer mentoring system involving Year 9 students has recently been introduced. There are already indications that it is having positive effects. Attendance is in line with national figures and the college has some effective strategies to address absences, which are due mainly to some family holidays taken during term time.

The school has introduced new lunch arrangements with a strong focus on healthy eating. Students appreciate the varied menu, which has been influenced by their views. The provision for and take-up of opportunities to take part in physical activities are good. Students demonstrate responsibility and initiative through an effective school council, peer mentoring and membership of a healthy lifestyle working group.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall. Regular monitoring by senior and middle managers is well used to identify areas for improvement. Where teaching has been judged as unsatisfactory, robust action plans are implemented effectively. Students are willing and enthusiastic learners and they develop positive relationships with their teachers.

In the most effective lessons, students' progress is good because teachers plan varied, well paced and challenging activities that involve students in their own learning. Support for students who have learning difficulties is good. In the less effective lessons, there is a slower pace and learning activities are not as rigorous and well matched to students' needs or abilities. There are fewer opportunities for students to explore their own ideas and share them with others. Where they are installed, teachers make

imaginative use of interactive whiteboards, and the college is planning to extend this provision to help sustain the improvement in attainment.

Assessment is making an important contribution to raising standards. Teachers' marking provides students with information about their level of attainment and gives advice as to how future improvements can be made. There is an increasingly effective system of target setting based on students' prior attainment. The targets are regularly monitored with students and communicated to parents.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is broad and balanced and provides well for all students. There is a well organised teaching programme of personal, social and health education (PSHE) and citizenship. Where necessary, students with learning difficulties are withdrawn from their normal lessons for special reading support. Some students are withdrawn to work with support staff to improve their behaviour, improve their social skills and boost their self-esteem. Support for students from traveller families and links with the Youth and Connexions services are good.

Gifted and talented students are clearly identified and there is growing provision for them. All departments are developing extension materials and activities. Some of these include occasional specialist workshops. This year, the most able in Year 9 will be entered for the GCSE examination in statistics and the first module of the GCSE science examination.

The provision for literacy across the various subjects of the curriculum is outstanding and that for numeracy and ICT satisfactory.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support provided by the college are good. Senior staff and tutors play a central role in providing guidance and support for learners. They are involved in target setting and monitoring students' progress.

A number of initiatives support students academically, personally and emotionally. They all have a progress file and are given targets in all subjects which are regularly reviewed. In the PSHE programme, students periodically select key targets, mostly skills based, and work intensively towards achieving them for short periods of time. The rewards system is highly regarded by students. Students feel safe and well supported. Health and safety procedures are comprehensive and robust and there are good links with local agencies. Anti-bullying and anti-racism policies strongly promote positive behaviour. Procedures for child protection are effective. Background checks are scrupulously carried out on all adults who come into contact with students.

The transfer of Year 6 students from primary schools is sensitively managed. Year 9 students receive good careers and options advice to smooth their progression to the next phase of their education.

## Leadership and management

### Grade: 2

Leadership and management are good. The principal's strategic approach and good leadership enables senior leaders to work as an effective team. There is a strong focus on raising attainment and providing for the needs of each student. The important issues from the last inspection have been addressed well, despite difficulties in recruiting a high calibre leader for the college's provision of ICT.

The college's analysis of its performance is accurate, and the process involves staff and governors. From May 2005, the method of seeking parents' views through biannual questionnaires has also enhanced their role in the life and development of the college. The great majority of the parents who responded to the inspection questionnaire indicate appreciation, many highly so.

Regular and rigorous evaluation by senior leaders helps to identify and address areas of weakness. A thorough cycle of lesson observations enables them to have an accurate view of the quality of teaching and learning. There is a strong and motivating emphasis on enhancing the leadership role of middle managers and this is enabling them to play a more active part in evaluating standards and provision for their areas of responsibility.

Governance is good. The governors support the college well and are committed to seeking continual improvement. They rightly concentrate on discussing students' attainment and progress, as well as having a clear vision for the future direction of the college. They are keenly aware of the need to manage finances prudently in the light of a decline in numbers on roll due to a fall in the birth rate. A transitional budget is being agreed with the local authority to reduce the deficit over the next few years.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Ibstock Community College Central Avenue Ibstock Leicestershire LE67 6NE

6 December 2005

Dear Students

Thank you for taking part in the inspection by talking to us about your college. We enjoyed meeting with you and your teachers.

These are the things we liked most:

- Your college is a good college. You enjoy attending and you achieve well. One of you said 'We would not change anything about the college' and many of you agreed with this view.
- You achieve so well because of the good, lively teaching you receive, your good behaviour in lessons, and your own participation in learning, though the behaviour of some of you is a little too lively as you move around the college.
- Teachers and other adults care for you and make sure that you are safe.
- The principal and teachers with responsibility are good at their job. This helps to make sure that all teachers and support staff have your best interests at heart and challenge you to achieve your best.
- You told us that you like taking responsibilities yourselves, for example, through the college council and mentoring. We liked the way you have influenced healthy eating.
- You enjoy taking part in activities, such as clubs and visits, and agree with the principal that the choices could be widened even more so that many more of you could participate.

We have asked the college to do these things to further improve your education:

- Provide more challenge for those of you who could be achieving higher levels in subjects apart from English, mathematics and science.
- Develop your numeracy and ICT skills further in all your subjects to match the very good skills that most of you have in literacy.

Keep working hard and enjoy your time at Ibstock Community College!

Yours sincerely

Dilip Kadodwala Her Majesty's Inspector