

Inspection of Ivanhoe School

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

Inspection dates:	29 and 30 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

The headteacher of this school is Alison Allford. This school is part of LiFE Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Parkinson, and overseen by a board of trustees, chaired by Anil Majithia.

What is it like to attend this school?

Warm relationships are at the heart of life at Ivanhoe School. Pupils appreciate the caring staff who keep them safe. Everybody is made to feel welcome. The most vulnerable and disadvantaged pupils are very well cared for and thrive alongside their peers.

The school has high expectations of what pupils can achieve. Pupils strive to meet these expectations. They behave well in lessons and work hard. Pupils learn well across the curriculum, gaining knowledge and producing work of good quality.

Pupils benefit from a great selection of enrichment opportunities and extra-curricular activities that support their character development. They gain leadership experience as house leaders or head students or by representing their peers on the student council. Groups of pupils take the lead in the school community, raising awareness of issues such as bullying, racism and toxic masculinity. There are many clubs, trips and visits available to pupils. These enable pupils to pursue their talents and interests while providing fun and memorable experiences.

Pupils are very well informed about the different options available to them when they leave the school. They receive excellent support to choose their next steps and secure ambitious destinations.

What does the school do well and what does it need to do better?

The school has undergone significant change in recent years as it has expanded to include pupils in Years 10 and 11. Staff have been well supported by the school to prepare to deliver key stage 4 courses. All pupils have the option to study the English Baccalaureate suite of subjects, and more are taking up this offer each year.

The school quickly identifies when pupils have special educational needs and/or disabilities (SEND). Staff know these pupils well. The school makes sure that staff have the knowledge and skills to support pupils with SEND effectively. This enables these pupils to access the same curriculum as their peers whenever possible.

Reading is a priority for the school. Pupils read widely and often from challenging and interesting texts across the curriculum. There is a well-stocked and well-used library. The school acts quickly to provide support to pupils who struggle with reading to help them catch up.

In all subjects, the school has identified precisely what pupils will learn and when they will learn it. Knowledge and vocabulary become increasingly complex as pupils progress through the curriculum. There are many opportunities to revisit previous topics. This helps pupils to make connections between new knowledge and what they already know.

Teachers have good subject knowledge. They explain concepts clearly and provide learning activities that support pupils to learn and remember. Teachers check pupils' understanding and stretch their thinking effectively. Most of the time, teachers identify and correct pupils' misconceptions quickly. Teachers adapt activities carefully to make sure

that pupils' knowledge is secure before moving on. On some occasions, this is not the case, and pupils do not gain knowledge as securely as they could.

The school prepares pupils well for their lives in modern Britain. Pupils learn how to keep themselves mentally and physically healthy. They are taught how to maintain positive relationships and to keep themselves safe, including online.

Pupils are polite and respectful. Most pupils behave well, wear their uniform with pride and are punctual to lessons. However, some staff do not have consistently high expectations of pupils' behaviour and conduct. For example, occasionally, staff do not address incorrect uniforms or challenge lateness to lessons. At times, poor behaviour is not corrected as effectively as it could be.

Most pupils attend school well. The school keeps a close eye on pupils' attendance. When pupils are absent too often, staff work closely with them to identify barriers and support them to attend more regularly.

The school is committed to securing the best possible outcomes for all pupils. It has managed the recent period of change well. It has received strong support from the multi-academy trust to develop the curriculum and the wider provision. Leaders continually reflect on and refine all aspects of the school's work to ensure that all pupils benefit from a high-quality education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On some occasions, teachers do not check pupils' understanding carefully enough. As a result, they do not correct pupils' misconceptions effectively or resolve gaps in pupils' knowledge before moving on. When this happens, learning is insecure, and pupils do not achieve as well as they could. The school should make sure that teachers check pupils' learning closely and adapt learning activities so all pupils gain knowledge securely.
- At times, the expectations of pupils' behaviour and conduct are not as high as they could be. This means that, occasionally, a few pupils do not exhibit the positive attitudes to learning that the school intends. The school should make sure that all staff have consistently high expectations of pupils and routines for managing behaviour are applied appropriately.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View

when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138350
Local authority	Leicestershire
Inspection number	10379573
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	796
Appropriate authority	Board of trustees
Chair of trust	Anil Majithia
CEO of the trust	Chris Parkinson
Headteacher	Alison Allford
Website	www.ivanhoe.co.uk
Date of previous inspection	25 October 2018, under section 8 of the Education Act 2005.

Information about this school

- At the time of the previous inspection, in October 2018, the school catered for pupils aged between 11 and 14 years old. The school converted to become a secondary school in September 2022. It now provides education for pupils aged between 11 and 16 years old.
- The school is part of LiFE Multi-Academy Trust.
- The headteacher was appointed in 2020.
- The school uses five alternative provisions. One of these is registered and the other four are unregistered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act

2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteachers, the assistant headteachers and other school leaders.
- The lead inspector met with the CEO and other representatives of the multi-academy trust, representatives of the board of trustees, including the chair of the board, and representatives of the local governing body, including the chair of governors.
- Inspectors carried out deep dives in these subjects: science, English, modern foreign languages, art and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also visited lessons and spoke to pupils about their work in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors held meetings with leaders and reviewed records relating to attendance, behaviour and personal development.
- Inspectors considered the views of staff and pupils through discussions and using Ofsted’s online surveys.
- Inspectors took account of responses to the Ofsted Parent View survey.

Inspection team

John Spragg, lead inspector	His Majesty’s Inspector
Nik Patel	Ofsted Inspector
Kathryn Hobbs	Ofsted Inspector
Ian McNeilly	Ofsted Inspector

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